



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **La Porte Independent School District** CDN or Vendor ID **101916** ESC # **4** Campus # DUNS # **080865645**

Address **1002 San Jacinto St.** City **La Porte** ZIP **77571** Phone **281-604-7025**

Primary Contact **Linda Wadleigh** Email **wadleighl@lpsd.org**

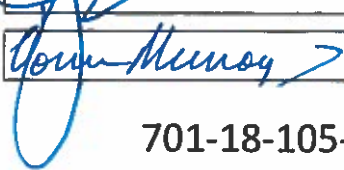
Secondary Contact **Angela Garza-Viator** Email **viatora@lpsd.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Lloyd W. Graham** Signature  Date **3/9/2018**

Grant Writer Name **Vonn Murray** Signature  Date **3/9/2018**

- ☒ Grant writer is an employee of the applicant organization.
- ☒ Grant writer is not an employee of the applicant organization.

701-18-105-033

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase the percentage of the district's internal applicant pool for campus-based administrative vacancies by at least 50%.	Offer a program with depth and complexity that provides principal candidates with opportunities to focus on and improve their instructional leadership by acquiring the knowledge and skills to become an effective campus leader.
Increase the district's leadership pipeline by 50% due to 57% of current campus administrators with 20 plus years of experience & 27% with 28 or more years.	Provide authentic, job-embedded learning opportunities within the school district to practice and be evaluated in the areas of instructional leadership, school culture, and human capital.
Provide at least one campus principal per grade span - elem, middle, high school - to mentor principal candidates.	Provide articulated IHE curriculum & observation tools to principals. Build capacity in current campus by providing opportunities to mentor principals as evidenced by coaching notes and feedback and T-PESS.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The district will increase the leadership pipeline, as defined by principal candidates who meet both the Master's Degree and Principal Certification as well as the district's internal expectations for campus leadership, by offering a high quality principal preparation program in collaboration with a local university. By the end of the grant year, June 30, 2019, the number of qualified principal candidates who apply for campus-based administrative vacancies will increase by 50%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

The first-quarter benchmark will include:

1. Number of applicants for Principal Preparation Program.
2. Number of principal mentors and principal candidates that attend the TEA Principal Preparation Summer Institute June 6-8 2018.
3. Completion of Pre-Observation Protocol by university personnel, principal mentor and/or school leader.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

The second-quarter benchmark will include:

1. Completion of the Observation Protocol by university personnel, principal mentor and/or school leader.
2. Evidence of opportunities to practice and be evaluated in the school setting.
3. In-person and on-site coaching and evaluation by university personnel, principal mentor and/or school leader.

Third-Quarter Benchmark:

The third-quarter benchmark will include:

1. Completion of the Observation Protocol by university personnel, principal mentor and/or school leader.
2. Evidence of opportunities to practice and be evaluated in the school setting.
3. In-person and on-site coaching and evaluation by university personnel, principal mentor and/or school leader.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The district will use the following evaluation data to determine program effectiveness and sustainability:

1. Number of applicants for Principal Preparation Program. If the district does not successfully recruit ten (10) applicants by May 1, 2018, the district will adjust by recruiting more participants prior to the summer June institute.
2. Number of principal mentors and principal candidates that attend the TEA Principal Preparation Summer Institute, June 6-8 2018. The district will document the completed attendance of the principal mentors and principal candidates and make adjustments for placement in the upcoming academic year.
3. The completion of Pre-Observation, Observation, and Post-Observation Protocols by university personnel, principal mentor and/or school leader. The district will review the completed Protocol forms for principal candidates and make adjustments to the level of support and feedback made to each candidate.
4. Evidence of opportunities to practice and be evaluated in the school setting.
5. In-person and on-site coaching and evaluation by university personnel, principal mentor and/or school leader.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

La Porte ISD will provide the principal candidates sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

The district recently surveyed all professional staff to gauge interest in pursuing an accelerated Master's Degree and Principal Certification Program. Feedback from district staff revealed positive interest in the program. To that end, the district has developed a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. The district will also consider the following in our selection process: principal/supervisor recommendation and the degree to which the diversity of the residents mirrors that of the student population. Finally, all candidate data will be rank ordered for identifying those who will participate in the grant.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

The principal preparation program at the University of Houston Clear Lake (UHCL) includes coursework that addresses a variety of standards-based activities. Topics such as student culture routines (ADSU 6233 – The Principalship; ADSU 6638 – School Community Relations), data-driven instruction (ADSU 6132 – Curriculum; ADSU 6533 – Appraisal of Teaching), observation and feedback (ADSU 6533 – Appraisal of Teaching), team effectiveness (ADSU 6233 – The Principalship, ADSU 6638 – School Community Relations), personal leadership (ADSU 6030 – Introduction to Education Leadership; ADSU 6233 – The Principalship), change management (ADSU 6233 – The Principalship), and delivering effective professional development (ADSU 6132 – Curriculum; ADSU 6533 – Appraisal of Teaching) are built into the required coursework. An attachment to this application contains syllabi for each of the courses has been attached. Each syllabus contains, at a minimum, required reading and textbooks, as well as candidate evaluation processes (including rubrics). Moreover, candidates graduating from this program earn both AEL and T-TESS Certifications.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

The instructional coaching protocols utilized by UHCL faculty align with those supported through the "Field Supervisor Coaching Training." The three-step protocol (pre-conference, observation, post-conference) is utilized with each candidate in the practicum course. The protocol further aligns with state standards by beginning with a standards-based focus in the pre-conference, moving to an evidence-based focus in the observation, and finishing with inquiry-based coaching in the post-conference. Forms that are utilized in the coaching process are attached.

Specifically, the instructional coaching tools include the following:

Pre-Observation Protocol: Includes self-assessment/needs assessment; discussion of data to support self-assessment; identified high-impact competencies tied to standards; action steps to achieve mastery; monitoring progress toward goal; and professional development needs

Observation Protocol: Includes stated expectations in standards and best practices; observable evidence and impact; extent that candidate implements data-gathering procedures; extent of self-evaluation/formative evaluation/summative evaluation apparent in observation; and extent that candidate actions are tied to pre-conference goals.

Post-Observation Protocol: Includes stated expectations in standards and best practice; observed evidence; observer questions; candidate-identified concerns and opportunities; and agreed upon "next steps."

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Total number of principal residents to be served (maximum 10 per LEA) CDN or Vendor ID **Request for Grant Funds**

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Principal stipends for up to 10 principal mentors (6119)	10,000
2. UHCL Tuition of \$3,600 for up 10 principal candidates (6221)	36,000
3. University Textbooks for Master's Degree Coursework @ 3 books per course (6321)	45,500
4. Hotel Accommodations for Summer Institute -10 candidates/10 principals (6411.IS)	8,760
5. Meals per-diem (3 days) for Summer Institute -10 candidates/10 principals (6411.IS)	3,060
6. Mileage to Austin for Summer Institute -10 candidates/10 principals (6411.IS)	4,164
7. Substitutes for principal candidate professional development (6112)	4,000
8. Substitutes for principal mentor conducting professional development (6112)	9,000
9. Principal Certification Test Exam Fee for up to 10 Candidates (6499)	8,610
10.	
11.	
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25.	

Total grant award requested

Principal Candidate Pre-Observation Protocol Form

Student _____

Instructor _____

Meeting Date _____

Planned observation date _____

Self-Assessment/Needs statement:

Discuss the data utilized to support your self-assessment:

Identified high-impact competencies identified in standards. That is, which standards have the highest impact, and what actions will lead to proficiency in these standards? Be specific about the standard and its relationship to the high-impact competency.

What will you do to move toward exhibiting mastery of the standard or competency? What strategies will you use? How will proficiency be seen?

Discuss monitoring the progress towards achieving the goal. How will you monitor your progress?

What do you want to be observed? That is, what do you want the observer to see? Why?

Discuss professional development needs and opportunities to support goal attainment.

Principal Candidate Post -Observation Protocol Form

Student _____

Instructor _____

Observation date _____

Post-Observation Meeting date _____

Stated Expectations in Standards and Best-Practices:

Observed Evidence

Observer questions

1.

2.

3.

Candidate-identified concern and opportunities

Agreed-upon "next steps."

Principal Candidate Observation Protocol Form

Student _____

Instructor _____

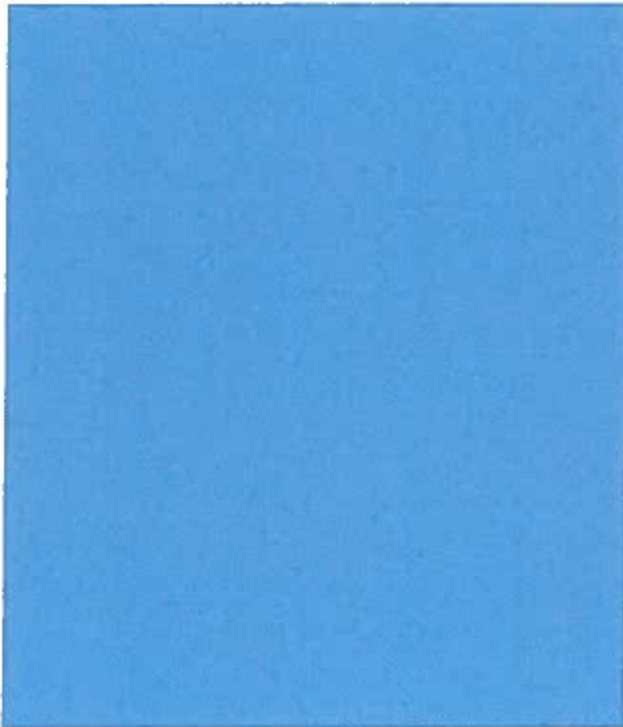
Observation date _____

Start time _____

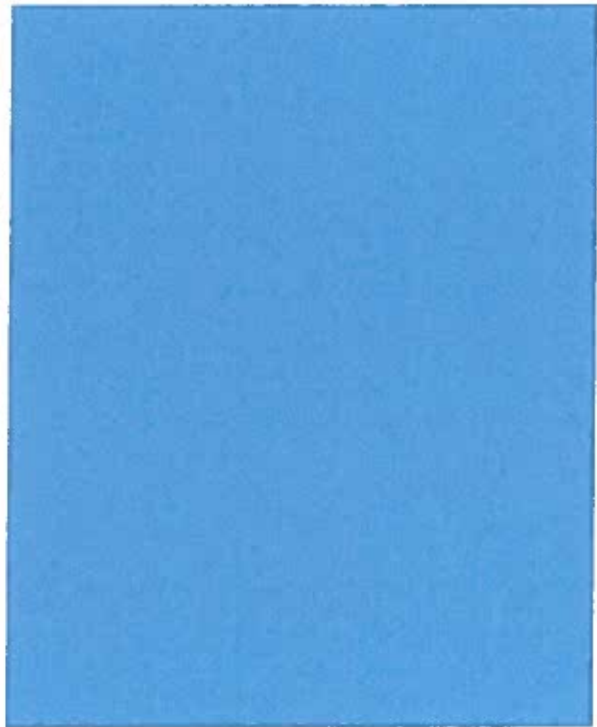
Finish time _____

Stated Expectations in Standards and Best-Practices:

Observable Evidence



Impact



To what extent did the candidate implement data-gathering procedures?

To what extent was evaluation (self-evaluation/formative evaluation/summative evaluation) apparent in the observation?

To what extent were the actions of the candidate tied to the goals that were sent in the pre-conference?

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Introduction to Educational Leadership ADSU 6030.01 Spring, 2018

Class Schedule/Location

Monday: 7 – 9:50 p.m.
UHCL – Pearland: Room 109

Professor

John M. Decman, Ed.D.

Secretary

Sandy Windham
Suite 1111 Bayou
281-283-3521
Windham@uhcl.edu

Office Location, Hours and Phone

1111.12 Bayou
Wednesdays: 2-4 p.m.
Online: Tuesdays: 1-5 p.m.
281-283-3548
E-mail: decman@uhcl.edu

COURSE INFORMATION

I. Purpose of the Course

Using a learner-centered approach, this course is designed to provide an introduction to the concepts, practices, and skills of educational administration in the preparation of graduate students to be school leaders. Through the use of readings, discussions, and simulated experiences, the student will develop a better understanding of the knowledge, skills, processes and attitudes (dispositions) needed to serve as a school administrator.

This course focuses on the recognition of the connections and relationships between and among the five Advanced Educational Leadership conceptual themes and seven strands of AEL, which are aligned with TEA-established principal standards. This graduate course includes the three-day Advanced Educational Leadership (AEL) component, required by the State of Texas, for Teacher Evaluation and Support System (T-TESS) certification. Additionally, the content and activities involved in successful completion of this course are designed to prepare candidates for the requirements of the PASL Task 1.

Catalog Description

This course focuses on principles of educational leadership, structure and governance of public education, interpersonal relations, and communications skills. Three credit hours.

Course Credit

II. Objectives of the Course

Content and activities in this course are designed to specifically address the following state and national standards.

Competencies for Principals established by the Texas Board of Educator Certification	National Educational Leadership Standards
Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).	
A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals	Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types	Element 1.1 (MISSION AND VISION) Program completers understand and demonstrate the capability to develop, advocate for, and

of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision	implement a collaboratively developed and data-informed mission and vision for the school.
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision	Element 1.2 (VALUES) Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision	Element 1.4 (IMPROVEMENT) Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.
H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture	Element 1.3 (SUPPORT SYSTEM) Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.
I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students	Element 1.3 (SUPPORT SYSTEM) Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.
Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.	
B. Implements strategies to ensure the development of collegial relationships and effective collaboration	Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.
C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning	Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.	
C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions	Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.	
A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans	Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.
B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes	Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community	Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

III. Required Text

Advancing Educational Leadership Participant Guide. (2015). Austin, TX: Texas Education Agency. (e-copy of this text is provided through course Blackboard Shell)

Key Web Sites

- Ael.education
- Texas Education Agency <http://www.tea.state.tx.us>
- Texas Administrative Code
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=2&ti=19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19)

- Texas Education Code <http://www.statutes.legis.state.tx.us/?link=ED>
- Resource Guide for Planning and Decision Making
http://www.esc20.net/preview.aspx?name=sup_Is.SBDM.Resources
- Administrator Websites (<http://www.tasb.org>) (<http://www.aasa.org>)
- Principal Certification TExES Preparation Materials
<http://www.texas.ets.org/>
- US Department of Education www.ed.gov/pubs/edpubs.html

IV. Course Expectations

Use Blackboard to communicate with the instructor and with other students, submit all assignments, and maintain projects. The Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on class experiences. E-mail within Blackboard (our official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.

Readings and Pre-work Activities: Graduate students will be required to read in their entirety the specified readings assigned and complete the accompanying handouts for class discussions.

Papers: Papers are expected to be double-spaced, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

- A. Mentor Selection:** Each graduate student will select a mentor who will serve as a guide during the principal certification program. Provide the usual information, name, current job, address, and a paragraph about why you selected this campus administrator. This activity will comprise 10 points.
- B. Reflection Papers:** Each graduate student will be responsible for completing six reflection papers analyzing different AEL Themes or Strands (1) Creating Positive School Culture (two pages), (2) Establishing and Sustaining Vision, Mission, and Goals (two pages), (3) Developing Self and Others (two pages), (4) Conflict Resolution (two pages), (5) Improving Instruction (two pages), and (6) Managing Data and Processes (two page). The major components of the papers will be: (a) describe key elements of the content area, (b) analyze how this content area can be addressed toward the improvement of a school, and (c) what additional knowledge, skills, or experiences would be valuable for you to have to better understand the content area toward campus improvement. This section will comprise 120 points at 20 points for each.
- C. Leadership Experiences:** Each graduate student will complete the Leadership Experiences. The activities address the different AEL Themes or Strands: School Culture, Establishing and Sustaining Vision, Mission, and Goals, Developing Self and Others Conflict Resolution, Improving Instruction, and Managing Data and Processes along the accompanying NELP Standards. This section will comprise 120 (6 @ 20 each) points.

- D. Resume:** Each graduate student will complete a current resume. This activity will comprise 50 points.
- E. Campus Improvement Plan:** Graduate students will prepare a campus improvement plan that identifies and addresses a significant problem or challenge in their school.

There are four discrete parts to this assignment

1. Identification of the problem or challenge
2. Development of a plan to address the problem or challenge
3. Implementation of the plan
4. Reflection on the effectiveness of the plan

Each part of the assignment, and its respective assessment rubric, is located in the Assignments section of Blackboard.

In addition to uploading each portion of the assignment to Blackboard by its due date, each graduate student must upload on the UHCL TaskStream Website this assignment by set due date. Directions for uploading campus plan can be found online at the UHCL student TaskStream website. The formulation of the plan will comprise 100 points. **Not uploading the campus plan to TaskStream by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan to TaskStream by the last day of class will result in a failing grade for the course.**

- F. Practice TExES Examination:** The College of Education offers practice examinations for the Principal TExES several times each semester. Information regarding the practice test dates can be found on the College of Education website: <https://www.uhcl.edu/education/student-resources/texes-practice-tests>

Students in ADSU 6030 are required to attempt a practice TExES examination as a course requirement. The baseline data that results from this attempt will assist the student in determining particular state competencies that are strengths or areas for improvement as well as provide the student with an understanding of the exam constructs and rigor.

After completing the practice exam, the student will generate two score sheets. One will be left with the state assessments coordinator and the other will be uploaded as an assignment into Blackboard with a brief summary of strengths, areas of improvement, and a reflection of the exam-taking process from the student.

V. Class Schedule

V. Class Schedule						
<u>WEEK</u>	<u>Comp.</u>	<u>AEL TOPICS</u>	<u>TIME</u>	<u>SLIDES</u>	<u>OUT OF CLASS ACTIVITY</u>	<u>ASSESSMENTS</u>
1/16		INTRODUCTION	15		Mentor Selection	Mentor Selection Sheet Signed
		CONCEPTUAL FRAMEWORK	45	3-10	Five Dysfunction Activities	
			110	11-14		
		EXPLORING THEMES				

1/23	1	*TEAMBUILDING	10	15-16	Pre-Work for Class	Mentor Selection Sheet Signed and Uploaded to Blackboard before next class date
		CREATING POSITIVE SCHOOL CULTURE	80	17-26	• Read Five Dysfunctions of a Team	
		MAKING CONNECTIONS	20	27-34	• Complete Five dysfunction activities and bring to class	
		FIVE DYSFUNCTIONS OF TEAM	30	35-38		
1/30		Complete out of class activities and assessments (All due before the beginning of next class meeting).			<ul style="list-style-type: none"> Leadership Experiences (Choose only One) <ul style="list-style-type: none"> Participate in IEP meetings Review teacher applications, participate in interviews, assist in selection committee Participate in conference dealing with student discipline Meet with a school leader involved in implementing a district or school change Survey school faculty on methods to motivate students 	Complete School Culture Leadership Experience
2/6	2, 11	*RATTLESNAKE	15	39-44	Pre-Work for Class	Complete Critical Reflection for School Culture
		ESTABLISHING/SUSTAINING VISIONMAKING, MISSION, AND GOALS	155	47-74	• Write your personal vision for school leadership	
		PERSONAL VISION	10	75-78		
2/13		Complete out of class activities and assessments (All due before the beginning of next class meeting).			Leadership Experiences <ul style="list-style-type: none"> Interview mentor (principal) about conveying school vision, mission and goals. 	Complete Vision, Mission and Goals Leadership Experience
2/20	5	DEVELOPING SELF AND OTHERS	155	2-15	Pre-Work for Class	
		*RATTLESNAKE	10	17	• Create a Resume Get a copy of your Campus Improvement Plan	
2/27		Complete out of class activities and assessments			*Pre-Work for Next Class	Complete Critical Reflection for

		(All due before the beginning of next class meeting).			<ul style="list-style-type: none"> Write up 5-7 events to share in your school involving conflict (students, teachers administrators) 	School Vision, Mission and Goals
3/6	7	CONFLICT RESOLUTION COMPLEX PIECES *RATTLESNAKE IMPROVING INSTRUCTION CHALKTALK (DISCUSSION BOARD)	60 30 10 55	18-24 25-29 31-32 35-42 44-45	Leadership Experiences (Choose one) <ul style="list-style-type: none"> Assess school professional development needs Disaggregate student data and prepare an analysis Observe teachers through classroom observations and reflect with administrator 	Complete Leadership Experience for Developing Self and Others
3/20		Complete out of class activities and assessments (All due before the beginning of next class meeting).			Leadership Experience <ul style="list-style-type: none"> Read and provide an analysis of the conflict case study provided on blackboard.parents, etc.) 	Complete Critical Reflection for Developing Self and Others (Integrate T-Tess Strands on Own Professional Development) and upload Resume
3/27	5	COACHING TEACHERS/SECTION OVERVIEW WHAT'S YOUR APP? IMPROVING INSTRUCTION (1)	70 22 120	46-53 2-4 5-14	Pre-work for Next Class <ul style="list-style-type: none"> Review Coaching Video on Blackboard and answer corresponding questions to bring to class for discussion. 	Complete Leadership Experience for Conflict Resolution Complete Critical Reflection for Conflict Resolution
4/3		Complete out of class activities and assessments (All due before the beginning of next class meeting).			Leadership Experience <ul style="list-style-type: none"> The student will shadow an administrator (typically an assistant principal) for the equivalent of <u>a half-day</u> (four hours to look for the use of formative and summative student assessment data to develop, support, and improve campus instructional 	Complete Leadership Experience for Improving Instruction/ Coaching

					strategies and goals.	
4/10	4, 8	IMPROVING INSTRUCTION (2) MANAGING DATA SECTION OVERVIEW	30 60 60	16-22 23-29 31-37	Pre-Work for Next Class • Retrieve Texas Academic Performance Report from Home School	Complete Critical Reflection for Improving Instruction
4/17		Complete out of class activities and assessments (All due before the beginning of next class meeting).			Leadership Experience • Examine Texas Academic Performance Reports from Home School ○ Identify strengths and weaknesses for Campus Improvement Plan	Complete Leadership Experience for Improving Instruction Managing Data
4/24		LEADERSHIP ANALOGIES WORLD CAFÉ	30 115	38-44 45-49	Pre-Work for Next Class • Research two beneficial websites for administrators	Complete Critical Reflection for Improving Instruction/ Managing Data
5/1		Discussion of PASL and relationship of Campus Improvement Plan to Task 1			Work on completion Campus Improvement Plan	Upload Campus Improvement Plan to TaskStream and Blackboard
5/8		TBD				

VI. Attendance

Student input is a valued component of each class; therefore, attendance is crucial. Twenty-four (24) required state hours of training for AEL certification are embedded throughout the course requirements and sessions. To receive state AEL certification, students must meet content and attendance requirements. Students are expected to be on time for class and to be present for the entirety of each scheduled class session of the course. Two tardies will result in the final grade being reduced 50 points of the final grade. Each additional tardy will result in a reduction of 50 points from the final grade. **Any lack of attendance (absences and tardies) or assignments required for the fulfillment of the 24-hour AEL component of the course will result in a failing grade for the ADSU 6030 course.**

VII. Grading

Assignments submitted within one day (24 hours) late will be reduced by 30%. Assignments submitted within two days (48 hours) late will be reduced by 50%. Late assignments will not be accepted after this time.

A. Reflection Papers	120
B. Campus Improvement Plan.....	100
D. Resume.....	50
E. Mentor Selection	10
F. Leadership Experiences	120
G. Practice TExES Examination and Summary....	40
Total:.....	440

The following scale will be used:

A	418-440	C+	365-373
A-	409-417	C	352-364
B+	400-408	C-	338-351
B	387-399	D	308-337
B-	374-386	F	307 and below

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Academic Calendar

[Academic Calendar](#) link

[2017-2018 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.

ADSU 6030 Leadership Experiences Syllabus Information in Section I

The Administration and Supervision (ADSU) program in the College of Education (CoE) at the University of Houston-Clear Lake (UHCL) follows the philosophical underpinnings of the UHCL SoE Standards for Advanced Programs. These standards include the NELP standards and the Texas State Board of Educator Certification (SBEC) Texas Examinations of Educator Standards (TExES) Competencies which can be found online using any basic search engine.

In an effort to provide students with a well-rounded understanding of the many realms of administrative life, the leadership experiences will provide students with the opportunity to see first-hand a variety of situations, responsibilities, and general aspects that make up the role of public school administrator. By selecting activities within each of the three domains of focus aligned with the TExES competencies, students will be able to personalize their experience based on their interests and opportunities while still seeing a side of school business that is often unfamiliar to classroom teachers. It is recommended that students seek a relationship between their leadership experience and the lessons learned from the state requirements for AEL certification. Many identical scenarios will present themselves between the student's home campus. Students are encouraged to make note of the similarities and differences between what they experience in this activity and with their AEL experiences.

Students will shadow with an administrator of their choosing who will be able and willing to let them participate in the variety of activities required for this experience. If necessary, students may need to work with more than one administrator to participate in the varied activities. Within the three domains of focus, most will have a variety of activities from which to choose. All will require the presence of a mentor administrator for the student to shadow with the exception of the board meeting in the "Administrative Activities" focus area. As this is a public forum, a student who chooses to attend a school board meeting as one activity could do this independently of a mentor.

A complete listing of NELP Elements follows the Leadership Experience Rubric. Following completion of the activity, the student should indicate which of the NELP Elements were addressed during the experience. Often, it will be more than one.

Student Name: _____

Semester: _____

Leadership Experience Activity Response Form

Focus One: Required activity one of one

Community Leadership Experience:

Indicate which activity you selected from the syllabus listing.

NELP Elements Addressed:

Following your experience, which of the NELP standards you believe were applicable.

Name and Title of Mentor:

Date and Time of Activity:

Possible Observations:

Highlight any observation you noted during your experience

List any other observations you may have witnessed not included on the previous list.

Student commentary:

The student will relate their observations and experiences and how those benefit their growth as a future leader. Before beginning this narrative, the student will need to dialog with the mentor regarding the value of this experience. Commentary may be continued on the back of this page Or typed on a different document.

Signature of Student:

Signature of Mentor:

Student Name: _____

Semester: _____

ADSU 6030 Leadership Experience Rubric

Students will document the record of their six field experiences on the Activity Response Form. The grade value of assignment will be based on the demonstrated level of performance and proficiency.

Grading

The total point value for this assignment is eighty (120) points which are accumulated through six equally weighted activities of (20) points each. The points are earned using the following guidelines:

- Record of NELP Elements: The student is to indicate which of the NELP Elements were applicable to the experience by documenting those on the Activity Response Form. A maximum of four (4) points can be earned for this section.
- Record of Observations: The student is to indicate observations during the experience from both the list provided and any additional observations they make. A maximum of six (6) points can be earned for this section.
- Quality of Commentary: The student is to create a narrative that relates their observations and experiences to their growth as a future leader. Using a scaled response, the points are based on the quality of the commentary as it addresses relationships to standards, value for future leadership experiences, and an overall summation of the experience. A maximum of ten (10) points may be earned in this section using the following point scale:

<u>Points</u>	<u>Determining Factors</u>
0 – 4	A response was given but no attempt was made to address the relationship of the activity to the student's growth as a leader.
0 – 6	A cursory response was given that at least partially addressed the relationship of the activity to the student's growth as a leader.
0 – 10	A well-written response was given that addressed the relationship of the activity to the student's growth as a leader.

NELP Elements

Element 1.1 (MISSION AND VISION)

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

Element 1.2 (VALUES)

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

Element 1.3 (SUPPORT SYSTEM)

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

Element 1.4 (IMPROVEMENT)

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

Element 2.1 (PROFESSIONAL NORMS)

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

Element 2.2 (DECISION-MAKING)

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

Element 2.3 (VALUES)

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

Element 2.4 (ETHICAL BEHAVIOR)

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationships with others.

Element 3.1 (EQUITABLE PROTOCOLS)

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

Element 3.2 (EQUITABLE ACCESS)

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

Element 3.3 (RESPONSIVE PRACTICE)

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

Element 3.4 (SUPPORTIVE SCHOOL COMMUNITY)

<p>Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language, gender, disability, or special status.</p>
<p>Element 4.1 (LEARNING SYSTEM)</p> <p>Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p>
<p>Element 4.2 (INSTRUCTIONAL PRACTICE)</p> <p>Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.</p>
<p>Element 4.3 (ASSESSMENT SYSTEM)</p> <p>Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.</p>
<p>Element 4.4 (LEARNING SUPPORTS)</p> <p>Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.</p>
<p>Element 5.1 (COMMUNICATION)</p> <p>Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.</p>
<p>Element 5.2 (ENGAGEMENT)</p> <p>Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.</p>
<p>Element 5.3 (PARTNERSHIPS)</p> <p>Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.</p>
<p>Element 5.4 (ADVOCACY)</p> <p>Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.</p>
<p>Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS)</p> <p>Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.</p>
<p>Element 6.2 (DATA AND RESOURCES)</p> <p>Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.</p>
<p>Element 6.3 (COMMUNICATION SYSTEMS)</p> <p>Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.</p>
<p>Element 6.4 (LEGAL COMPLIANCE)</p>

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.
Element 7.1 (HUMAN RESOURCE MANAGEMENT) Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.
Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
Element 7.3 (WORKPLACE CONDITIONS) Program completers understand and have the capability to develop workplace conditions that promote employee leadership, well-being, and professional growth.
Element 7.4 (SUPERVISION AND EVALUATION) Program completers understand and have the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

TEXES Principal Domains and Competencies

DOMAIN I—SCHOOL CULTURE (School and Community Leadership)
Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).
A. Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals
B. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision
C. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
D. Aligns financial, human, and material resources to support implementation of a campus vision and mission
E. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
F. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
G. Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
H. Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
I. Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
J. Facilitates the implementation of research-based theories and techniques to promote a campus environment

and culture that is conducive to effective teaching and learning and supports organizational health and morale
Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.
A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
B. Implements strategies to ensure the development of collegial relationships and effective collaboration
C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
D. Ensures that parents and other members of the community are an integral part of the campus culture
DOMAIN II—LEADING LEARNING (Instructional Leadership/Teaching and Learning)
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.
A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards
E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance learning
Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
A. Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
C. Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
E. Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions
DOMAIN III—HUMAN CAPITAL (Human Resource Management)
Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.
A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
B. Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student

information/data
D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision making and works collaboratively with campus and district leadership
Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
A. Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
B. Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
C. Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
D. Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff
DOMAIN IV—EXECUTIVE LEADERSHIP (Communication and Organizational Management)
Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.
A. Understands how to effectively communicate a message in different ways to meet the needs of various audiences
B. Develops and implements strategies for systematically communicating internally and externally
C. Develops and implements a comprehensive program of community relations that uses strategies that effectively involve and inform multiple constituencies
D. Establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals
Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning
B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making
C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions
D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision
E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals
DOMAIN V—STRATEGIC OPERATIONS (Alignment and Resource Allocation)
Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.
A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that form the school's strategic plans
B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes
C. Allocates resources effectively (e.g., staff time, master schedule, dollars, and tools), aligning them with

school objectives and goals, and works to access additional resources as needed to support learning
D. Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.
A. Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment
B. Applies strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan
C. Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs (e.g., student services, food services, health services, and transportation)
D. Collaboratively plans and effectively manages the campus budget within state law and district policies to promote sound financial management in relation to accounts, bidding, purchasing, and grants
E. Uses technology to enhance school management (e.g., attendance systems, teacher grade books, shared drives, and messaging systems)
F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students
G. Collaborates with district staff to ensure the understanding and implementation of district policies and advocates for the needs of students and staff
H. Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
DOMAIN VI—ETHICS, EQUITY, AND DIVERSITY
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.
A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
E. Promotes awareness and appreciation of diversity throughout the campus community (e.g., learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation)
F. Facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
G. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
H. Articulates the importance of education in a free, democratic society

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Curriculum
ADSU 6132.21/22
Spring, 2018

Class Schedule/Location
100% Online

Professor
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COURSE INFORMATION

I. Purpose of the Course

Using a learner-centered approach, this course is designed to introduce and develop knowledge, skills, and attitudes (dispositions) for the building level school leader through readings, discussions, presentations, guided inquiry, and field-based assignments.

Candidates in this class will:

1. Understand and apply the philosophical underpinnings surrounding issues related to school curriculum and those practical applications related to effective leadership in the teaching and learning process.
2. Demonstrate a working knowledge of curriculum theory and be able to evaluate the advantages and disadvantages of various models of curriculum development with emphasis on standards and increased student accountability measures.
3. Develop a better understanding of supportive effective instructional improvement through ongoing research and best practices.
4. Have a working knowledge of the governance and legal ramifications related to curricular issues that involve staff and students.
5. Apply systems theory to describing the "core business" of the education enterprise and what is involved in improving student productivity.
6. Describe key elements associated with building a positive school culture that enhances learning and collaboration.
7. Learn and apply criteria associated with evaluating the efficacy of instructional programs and interventions.
8. Learn the five curriculum audit standards and how they can be used to design curriculum documents and provide an effective and efficient school system in terms of curriculum management and quality control.

Catalog Description

This course is designed to assist both practicing and prospective administrators in their acquisition of the concepts and competencies required for successful curriculum management, which includes understanding and applying five curriculum audit standards in the alignment of the written, taught, and tested curriculum. It also includes an understanding of systems theory and what is necessary to improve a system. The course is intended to provide knowledge, learning experiences, and technical skills that are instrumental for leaders who are accountable for increased candidate learning. The overarching goal of the course is for candidates to emerge as knowledgeable and reflective practitioners who are prepared for their roles as future curriculum leaders. Last, the course addresses both TExES and NELP Standards for Principal-preparation programs.

Course Credit

Three credit hours.

II. Objectives of the Course

The primary objective of the class is to introduce candidates to philosophical underpinnings surrounding and issues related to school curriculum as well as understand and engage in practical activities related to effective leadership in the teaching and learning process.

Content and activities in this course are designed to specifically address the following

TEXES and NELP Standards.

Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.	
<p>C. Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning</p>	<p>Element 2.1 (PROFESSIONAL NORMS) Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.</p>
Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.	
<p>A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research</p>	<p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p>
<p>B. Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs</p>	<p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p>
<p>C. Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment</p>	<p>Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.</p>
<p>D. Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards</p>	<p>Element 4.2 (INSTRUCTIONAL PRACTICE) Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.</p>
<p>E. Facilitates the use and integration of technology, telecommunications, and information systems to enhance</p>	<p>Element 4.4 (LEARNING SUPPORTS) Program completers understand and demonstrate the capability to employ effective and appropriate</p>

learning	technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.
Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.	
B. Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)	Element 4.1 (LEARNING SYSTEM) Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.
D. Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap	Element 4.2 (INSTRUCTIONAL PRACTICE) Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.
Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.	
C. Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data	Element 7.2 (PROFESSIONAL CULTURE) Program completers understand and have the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
D. Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources	Element 7.1 (HUMAN RESOURCE MANAGEMENT) Program completers understand and have the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.
Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.	
B. Facilitates collaborative structures that support professional learning	Element 7.3 (WORKPLACE CONDITIONS) Program completers understand and have the capability

communities in reviewing data, processes, and policies in order to improve teaching and learning in the school	to develop workplace conditions that promote employee leadership, well-being, and professional growth.
Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.	
F. Facilitates the effective coordination of campus curricular, cocurricular, and extracurricular programs in relation to other school district programs to fulfill the academic, developmental, social, and cultural needs of students	Element 6.1 (MANAGEMENT AND OPERATION SYSTEMS) Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.
Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.	
C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community	Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.
D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn	Element 3.2 (EQUITABLE ACCESS) Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

III. Required Text

Henson, K. T. (2015). Curriculum Planning. Integrating Multiculturalism, Constructivism, and Education Reform. 5th ed. Long Grove, IL: Waveland Press.

Candidates will be required to access additional information from multiple sources (library, online) to complete course requirements.

There may be embedded video and audio in this Blackboard course. You will need the following media player installed on your computer: [Where to get answers about QuickTime 7 or QuickTime 7 Pro](#)

IV. Course Expectations

Use Blackboard to communicate with the instructor and with other students, submit all assignments, and maintain projects. The Blackboard site serves as an extension of the

syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on class experiences. E-mail within Blackboard (our official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.

Readings: Graduate candidates will be required to read the assigned readings in their entirety.

Candidates are expected to do some cooperative and collaborative work in the field as they prepare assignments for submission. Materials presented online will be used to enhance group work, discussion and develop practical problem-solving skills for the reflective practitioner. The course is online which means all of the course requires the web interface.

Time Expectations: Candidates should expect to spend at least 4 hours per week with the courseware. This does not include the time spent with the reading material or researching material on the Internet. The time spent on preparing assignments and discussion posts depends upon each candidate's ability. Please manage your time wisely.

Written Assignments: Please note that the professor **will not accept** any late assignments. Repeat, no assignment will be accepted late for ANY reason. This is an online course. All assignments are made available to candidates immediately.

So, for example, when assignments are submitted, it is the responsibility of the candidate to assure that the transmission has been completed by the appropriate due date and time. Any circumstance that renders the internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting candidate assignments in a timely manner does not in any way alter or remove the deadline for any assignment.

UHCL Blackboard Support Center

The following link is provided if you are in need of Blackboard support: [University Computing and Telecommunications](#). This link is also located on the left hand navigation area in the Blackboard course.

Course Evaluation

At the conclusion of the course, each candidate will complete a course evaluation. The course evaluation is found at the following link: [Online Course Evaluations](#). This link is also located on the left hand navigation area in the Blackboard course.

Expectations of the Instructor for each candidate: The candidate will

- Regularly log onto Blackboard course.
- Participate in each activity.
- Keep pace with text material, necessary reading, and assignments due.

- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other candidates, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one candidate can benefit other candidates. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL candidate submissions are to be authored by the candidate and representative of the original ideas, thoughts, and efforts of the candidates. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding candidate ownership of work, plagiarism, or the candidate code of conduct, please see the candidate catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Instructor Feedback

All questions for the instructor will be answered within 48 hours. All assignments will be graded within seven days of the assignment submission.

Rubrics

Rubrics are provided for all assignments. From semester to semester, courses are adjusted and point values for particular assignments are adjusted. Please be aware that the points provided in a rubric are relative, specifically to that rubric. If the instructor weights the assignment, the points in the rubric will be assigned at a mathematical ratio that relates to the possible value of the assignment.

A. Reflections

- No more than 3 double-spaced typed pages

The purpose of the reflection is for candidates to articulate their knowledge and ability to promote the success of all candidates by creating, facilitating, and implementing rigorous, stimulating instructional programs. After reading the required articles and chapters, candidates will reflect on the promotion of these elements which must be supported through scholarly writings/research. All reflections will be uploaded to Blackboard 9.1 by the due date and time. Please note that these written reflections are opportunities for candidates to provide written, documented evidence of candidate learning. As such, candidates should engage in providing references to course materials and discussions as those connections become relevant. It is incumbent upon the candidate to show learning at every opportunity.

Reflections need to be titled accordingly:

Reflection(#)_Your Last Name_Your First Name

Reflections: Candidates will submit three reflections during the course of the term.

Attribute	Complete	Acceptable	Unacceptable
Professional habits of mind TEXES 004.a, b, c, d ELCC 2.1, 2.2, 2.3	Provides considerable evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. Cites references. (2 pts)	Provides some evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. (1 pt)	Provides little evidence of conceptual understanding and critical thinking abilities at a graduate level about key concepts that are presented regarding (a)use of appropriate assessments to measure candidate learning and ensure education accountability, (b)use of technology, telecommunications, and information systems to enrich the campus curriculum, (c) effectively coordinate campus curricular, co-curricular extracurricular programs, and (d)campus planning based on knowledge of legal issues. Citations missing (0 pts)
Personalized reflective consideration of learning situations TEXES 004.g	Provides evidence of careful, ethical reflective thinking about all of the events, in and out of class, that pertain to the candidate's learning and connects those events with your own personal learning. Contains all of the key components outlined in the prompt. Reflection is not a summary of readings and classroom discussion. <i>Cite references and include a separate reference page</i> 2-3 pages (2 pts)	Provides little evidence of ethical reflective thinking about the events, in and out of class, that pertain to the candidate's learning and connects those events with your own personal learning. Contains the majority of the key components outlined in the prompt. Reflection is a summary of readings and classroom discussions. <i>Cite references.</i> 1 ½ pages (1 pt)	Response omits in-depth analysis from the personal administrative perspective of the candidate. Contains little or none of the key components outlined in the prompt. Reflection is a summary of readings and classroom discussions. References are not cited. 1 page or more than 3 pages. (0 pts)

B. Case Studies

Candidates will be required to complete and respond to eight case studies from the textbook. The assessment rubric for these case studies is found in Blackboard.

C. Facilitation and Discussion Session

Candidates will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Candidates will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Each candidate is required to initiate a response to the discussion prompt AND respond to the comments of classmates a minimum of three times for each online session. This will require the candidate to participate in the discussion over multiple days each week. Quality of responses is more important than quantity of responses.

D. Principal Interview Assignment

According to Leithwood and Riehl (2003), the idea that the principal provides a nexus of innovative ideas, resource acquisition, and empowerment continues to hold a prominent place in policy and practice. There is, however, a debate. Some argue that the managerial tasks are more important to school success than instructional know-how, especially in schools that need change. Others assert the importance of having a deep understanding of teaching and learning.

Sanders and Simpson (2006) contend that curriculum leadership demands a broad set of transformational skills that, used interchangeably, support, challenge, and influence staff.

Marzano, Walters, and McNulty (2005) found that principal leadership is significantly correlated with student achievement.

There is clearly a significant amount of research on the function of the principal as an instructional leader, but the actual day-to-day expectations that are placed upon the principal do not always make sufficient time for effective instructional leadership. Pinning down exactly what effective principals do differently to build an instructional environment, however, remains a subject of debate (Murphy, 1988). Moreover, there is a nexus between the concept of the principal as the instructional leader and the culture of the school.

Your task is to schedule an interview with your principal. You will create an audio recording of this interview and will then transcribe the contents of that recording. A copy of the transcription is a required portion of the assignment. At a minimum, you must ask the following questions. Feel free to augment these with follow up questions, at your discretion. You will summarize the interview, drawing connections to both course materials and your experiences in public education.

1. What is the relationship between instructional leadership and school culture on your campus?
2. What have you, as the principal, done to create or shape a culture that is focused on teaching and learning on your campus?
3. How does a principal make school culture, its formation and positive growth, a focus? That is, what has to be done regularly to maintain a healthy momentum?
4. As principal, how often are you engaged in classroom observations and walkthroughs?
5. If you were to report the amount of time that you spend on management activities and compare that to the amount of time that is allotted for instructional leadership, how would that report look? What perceptions would you think that the teachers in the school have on that time allocation?
6. With the managerial demands that are placed on the position of principal, to what extent, and to whom, must you share or distribute instructional leadership?

7. Studies show that principals develop their leadership styles during their first few years of practice. What activities or practices do you consider essential for new principals and assistant principals?
8. With regard to instructional leadership and school culture, what would you modify or add to your graduate preparation for the principal position?

Assessment

Descriptor	Value
Assignment parameters fulfilled	0 – 10
Proper follow-up or probing questions were asked and answered	0 – 10
Graduate-level communication	0 – 10
Degree to which connections are made with course materials	0 – 15
Degree to which research is utilized in summary	0 – 15

E. Course Assignment: Graduate students will properly utilize data to identify and design building-level professional development that is aligned to building, district, and/or state goals.

There are four discrete parts to this assignment

1. Identification of the professional development need
2. Interviews and analyses
3. Research for best practice
4. Development of a plan to address the professional development need

Each part of the assignment, and its respective assessment rubric, is located in the Assignments section of Blackboard.

In addition to uploading each portion of the assignment to Blackboard by its due date, each graduate student must upload on the UHCL TaskStream Website this assignment by set due date. Directions for uploading campus plan can be found online at the UHCL student TaskStream website. The formulation of the plan will comprise 100 points. **Not uploading the campus plan to TaskStream by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the campus plan to TaskStream by the last day of class will result in a failing grade for the course.**

V. Class Schedule

Course Schedule:		
Date	Agenda	Assignments Due

Week 1	<p>Syllabus Quiz</p> <p>Introduction (Icebreaker)</p> <p>Chapter 1 – An Introduction into Curriculum Development</p> <p>Assignment of Interview Project (due 3/7)</p> <p>Assignment of Part 1 of Course Assignment (due 1/28)</p>	<p>Download syllabus and complete quiz (5 points)</p> <p>Complete Introduction (Icebreaker) 5 points</p> <p>Read Chapter 1 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 1/20 by 11:59pm</p>
Week 2	<p>Chapter 2 – Social and Technological Foundations of Curriculum</p>	<p>Read Chapter 2 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit reflection</p> <p>Assignments must be completed by 1/25 by 11:59pm</p>
	<p>Chapter 3 – Historical and Philosophical Foundations of Curriculum</p> <p>Complete Course Assignment Part 1 (due 1/28)</p>	<p>Read Chapter 3 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 1/30 by 11:59pm</p>
Week 3	<p>Chapter 4 – Concepts, Theories, and Models</p> <p>Course Assignment Part 2 (due 2/11)</p>	<p>Read Chapter 4 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit case study</p> <p>Assignments must be completed by 2/4 by 11:59pm</p>
Week 4	<p>Chapter 5 – Designing and Organizing Curricula</p>	<p>Read Chapter 5 and complete quiz</p> <p>Participate in Discussion board</p> <p>Complete and submit reflection</p> <p>Assignments must be completed by 2/9 by 11:59pm</p>

	Chapter 6 – Aims, Goals, and Objectives Complete Course Assignment Part 2 (due 2/11)	Read Chapter 6 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 2/14 by 11:59pm
		Upload Part II – Due 2/11 by 11:59PM
Week 5	Chapter 7 – Selecting Content and Activities Assignment of Course Assignment Part 3 (due 2/24)	Read Chapter 7 and complete quiz Participate in Discussion board Complete and submit reflection Assignments must be completed by 2/19 by 11:59pm
Week 6	Chapter 8 – Helping People Change Course Assignment Part 3 (due 2/24)	Read Chapter 8 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 2/24 by 11:59pm
Week 7	Chapter 9 – Evaluating Instruction and the Curriculum Assignment of Course Assignment Part 4 (due 3/9)	Read Chapter 9 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 3/1 by 11:59pm
	Chapter 10 – Planning and Converting Curriculum into Instruction	Read Chapter 10 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 3/5 by 11:59pm

Week 8	Chapter 11 – Current and Future Trends	Read Chapter 11 and complete quiz Participate in Discussion board Complete and submit case study Assignments must be completed by 3/9 by 11:59pm
	Complete Interview Project Complete Course Assignment Part 4 Remember to also upload all four parts to TaskStream	Interview Project due 3/7 by 11:59 pm Upload Part IV – Due 3/9 by 11:59pm (22 points) Upload Parts I, II, III and IV to TaskStream = Due 3/9 by 11:59pm

VI. Attendance

Candidates are expected to participate in online activities. For example, if a candidate has not turned in any assignments or participated in any on-line discussions, you will be considered as non-attending. Students who stop participating and do not drop the course will receive an "F".

The academic week is Monday-Sunday by midnight. To receive full credit for attending your online class, you must attend weekly AND the following items must be completed each week as directed by the instructor:

Submit an academic assignment.

Submit a quiz or exam.

Participate in a posted online academic discussion.

NOTE:

Assignments completed in a week other than the one when the assignment is due will not count. Candidates are strongly encouraged to log in every day in order to understand the subject fully and to be successful in class.

VII. Grading

Grading Criteria	Points
Course Project	100
Principal Interview Assignment	60
Chapter Quizzes (10x25)	250
Discussions (11x20)	220
Reflections (3x20)	60
Case Studies (8x25)	200
Syllabus Quiz	5

Introduction (*Icebreaker*)

5

Total:

900 points

The following scale will be used:

A	95%+	C+	82-84%
A-	93-94%	C	80-81%
B+	91-92%	C-	77-79%
B	88-90%	F	0-76%
B-	85-87%		

An incomplete (I) grade will be given only in the case of a verifiable, documented emergency and if the candidate is not behind with coursework. The instructor and department chair will evaluate for an Incomplete.

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Academic Calendar

[Academic Calendar](#) link

[2017-2018 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.



COE Motto: *Excellence, Innovation and Leadership in a Learner-Centered Community*



CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

The Principalship
ADSU 6233.11 & .12
Summer 2017

Class Schedule/Location
June 5, 2017 – July 29, 2017
Online

Professor
Gary Schumacher, Ph.D.
Bayou Building Suite 1111-08
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Office Hours
Tuesdays: 1:00 p.m. – 3:00 p.m. (UHCL)
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Course Description

This course examines the school principalship. Using theory and research from education, this course will introduce frameworks for effectively dealing with responsibilities associated with elementary, middle and high school administration. Students will examine various aspects of the principalship including systems change, leadership, climate, culture, and performance responsibilities. Readings will focus on leadership, school structure, instruction, and interpersonal skills. Using a learner-centered approach, this course is designed to introduce and develop knowledge, skills, and attitudes (dispositions) for the building level school leader through readings, discussions, presentations, guided inquiry, and field-based assignments. Additionally, this course addresses both TExES and ELCC Standards for principal preparation programs.

Catalog Description

Application of interpersonal, technical, human and conceptual skills required of building-level administrators to engage in organizational vision-building, decision-making, problem-solving and effective leadership in learning environments; study of leadership approaches for use with various school constituencies.

Course Credit

3 credit hours

Prerequisite

ADSU 6030 -- Introduction to Educational Leadership

Intended Audience

This course is required in the certification program, including the Master's Degree, for students planning to work as school administrators. It may also be an elective course for students in other graduate programs.

Purposes

ADSU 6233, *The Principalship*, has as its general objective the enhancement of knowledge, skills, and dispositions involved in the role and responsibilities of the school leader (i.e., Assistant Principal and Principal). The course is intended to develop and enhance the following:

1. Analysis of the role of the school administrator as school leader.
Knowledge of skills needed by school administrators to facilitate clear vision for the school/community.
Understanding the knowledge and skills associated with the role of school leader in promoting instructional effectiveness and improvement efforts.
2. Facilitating the role of administrators as instructional leaders.
3. Knowledge of management skills needed by school administrators.
4. Analysis of the school administrator's role in human resources development.
5. Understanding the role of values and ethics in school leadership.
6. Knowledge of school facility management.

7. Analysis of school-community relations.
8. Knowledge of the Educational Leadership Constituent Council standards (ELCC).

Required Textbooks

Lunenburg, F. C., & Irby, B. J. (2006) *The principalship*. Belmont, CA: Wadsworth Cengage Learning.

Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. Hoboken, NJ: Jossey-Bass.

Key Web Sites

Texas Education Agency: (<http://www.tea.state.tx.us>)

Texas Education Code: <http://www.statutes.legis.state.tx.us/?link=ED>

Administrator Websites: (<http://www.tasanet.org>) (<http://www.tasb.org>) (<http://www.aasa.org>)

Principal Certification TExES Preparation Materials: <http://www.texas.ets.org/>

US Department of Education: www.ed.gov/pubs/edpubs.html

ELCC reference: <http://www.npbea.org/wp/wp-content/uploads/2015/06/ELCC-Building-Level-Standards-2011.pdf>

Exam Study Guide: http://cms.texas-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf

Study: <https://quizlet.com/84248153/principal-068-texas-exam-competencies-flash-cards/>

Objective

The primary objective of the class is to introduce students to a technical understanding of educational organizations and the incorporation of leadership in such organizations to foster meaningful behavior. Additionally, this course addresses both TExES and ELCC Standards for Principal-preparation programs.

Principal TExES Competencies

Domain I: School Community Leadership

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II: Instructional Leadership

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III: Administrative Leadership

Competency 008 *The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.*

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Educational Leadership Constituent Council Standards (ELCC)

Reference: <http://www.npbea.org/wp/wp-content/uploads/2015/06/ELCC-Building-Level-Standards-2011.pdf>

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and

promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

ELCC Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Course Expectations

Readings and Out-of-Class Work:

Graduate students will be required to read the assigned readings in their entirety. Discussions will be predicated on ideas and concepts related to the reading assignments and the collective experiences of the group in a professional educational setting.

Additional materials presented by the instructor will be used to enhance discussion and develop practical problem solving skills for the reflective practitioner. The course is fully online which means it requires the web interface.

It is the expectation of the professor and faculty of the ADSU program that student work in this course will be a minimum of six hours per week or course module.

Written Assignments:

When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any

circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment. **Assignments are to be submitted to the Blackboard (BB9) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the assignment. Late assignments will not be able to be submitted to the BB9 system, as submissions will be locked out on the assigned date and time. Students wishing partial credit for late assignments should submit assignments directly to the professor via e-mail attachment.**

Expectations of the Professor for Each Student:

- Participate in class and in each activity.
- Exhibit proper online etiquette.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard 9.1 course site.
- Use Blackboard to communicate with the instructor and with other students, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one student can benefit other students.
- It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the students. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Class Participation:

Many adult-learning theorists espouse the value of engaging adult learners in activities and discussions that allow for active participation. The coursework and curriculum of this class follows this line of thought. Students are encouraged to be active participants in all course online discussions and activities.

Class Attendance:

Students are expected to participate in online discussions each week; for each course module.

Class Participation – Online Discussions/Activities:

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Complete Activities listed for each week and respond to questions.

Each student must have at least four postings per week and must post on three different days each week. Failure to post according to these expectations may result in the student being considered “absent” for the online week session and subject to point reductions per the course attendance policy.

Statement on Professional Dispositions

Required: Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior COE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses).

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Student Life Policies

The Student Life Policies can be found by going to: <http://www.uhcl.edu/home/students-tab>, clicking the "Student Services" link, and selecting "Student Life Policies."

Academic Calendar

Academic Calendar

[2016-2017 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.

Texas Teacher Standards

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/. Under “Approved Educator Standards”, click on the “Texas Teaching Standards Adopted in Chapter 149” link.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

Required: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community’s standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University’s academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

English Language Proficiency Standards

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Disability Policy

Americans with Disabilities Statement:

Disability Services

If you believe you have a disability requiring an accommodation, contact Disability Services at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Assignments

A. Case Study Analysis (30 Points)

An important aspect to making learning meaningful is the ability of the student to find relevance in newly acquired concepts and apply theory to practice. Graduate-level education, by its very nature, requires students to engage in a significant connection of myriad concepts to the end of constructing meaningful knowledge. To this end, the case study analysis requires that students connect concepts from course materials, and practical, relevant school leadership scenarios.

Each student will prepare a 4-5 page analysis of a case study (*Old School Culture and a New Principal*) that incorporates concepts from the areas of leadership, communication, change, decision-making, and conflict management.

Case Study Analysis Rubric

Perspectives	Clearly describes the perspectives of 3-4 key stakeholders, and how these perspectives compare/contrast among stakeholders in respect to developing, articulating and implementing a vision of learning that responds to the larger social and cultural context. (6 points)	Considers the perspectives of 1-2 stakeholders and how these perspectives compare/contrast among stakeholders in respect to developing, articulating and implementing a vision of learning that responds to the larger social and cultural context. (2-5 points)	Does not recognize the perspectives of any stakeholders in the case. (0 points)
Knowledge	Discusses facts of the case in relation to leadership, communication, change, conflict management, decision-making and legal context as well as personal experience; thus, developing a database of knowledge for informed decisions and judgments. (7 points)	Considers facts from the case and relation to leadership, communication, change, conflict management, legal dimensions and decision-making. Provides evidence and solutions relevant to the central and secondary problems. (2-6 points)	Simply repeats facts listed in case and does not discuss the relevance of these facts. (0 points)
Actions	Multiple (3-4) feasible and reasonable actions proposed that flow logically from the discussion of issues, perspectives, and knowledge toward viable alternative solutions. Includes a list of activities, identification of responsible parties, and a suggested timeline and measures of intended outcomes. (6 points)	Sufficient (2) actions proposed that tend to be feasible, but not viewed as sufficiently reasonable toward achieving viable alternative solutions. (2-5 points)	Few or no actions proposed, or infeasible action(s) are provided in addressing the problems identified. (0 points)

Consequences & Risks	Recognizes the complex, interactive nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences/risks related to schooling and education as it relates to the case. Discusses solutions to minimize the effects of two of the risks. (5 points)	Displays awareness of the complex, interactive nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences/risks related to schooling and education as it relates to the case. Discusses solutions to minimize one of the risks. (2-4 points)	Displays limited or no awareness of the nature of educational actions involving the social, political, economic, legal, and cultural context that can lead to consequences related to schooling and education. Solutions are not discussed. (0 points)
Logic & Organization	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion. (3 points)	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion. (1-2 points)	Does not develop ideas cogently; uneven and ineffective overall organization; unfocused introduction and/or conclusion. (0 points)
Format	<p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essentially error-free in terms of spelling and grammar.</p> <p>Case analysis is 4-5 full pages in length, double-spaced with Times New Roman 12-point font.</p> <p>Included citations from 2 sources and reference page. (3 points)</p>	<p>While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.</p> <p>Presence of a few errors is not distracting. Case analysis is at least 3 full pages in length. Included citations from 1-2 sources and reference page. (1-2 point)</p>	<p>Writing contains frequent spelling and grammar errors which interfere with comprehension.</p> <p>Errors are seriously distracting. Case analysis is 1-2 ½ or longer than 5 pages in length. Missing or incomplete citations and references. (0 points)</p>

Due Date: July 29, 2017

Upload the Case Study Analysis assignment to Unit Assessment System (UAS).

NOTE: Failure to upload the Case Study Analysis assignment to the UAS by the deadline (Week 8: July 29, 2017) will result in an automatic reduction of seven (7) points.

B. Individual Reflections on Personal Leadership Traits (5 Points Each; 30 Total Points)

Each student will write an analysis and personal reflection of specific leadership traits based on class readings and discussions as follows:

- | | |
|------------------------|--------------------------------|
| 1. Team Building | DUE DATE: June 11, 2017 |
| 2. Leadership | DUE DATE: June 18, 2017 |
| 3. Communication | DUE DATE: June 25, 2017 |
| 4. Conflict Management | DUE DATE: July 2, 2017 |
| 5. School Community | DUE DATE: July 9, 2017 |
| 6. Decision-Making | DUE DATE: July 16, 2017 |

Each submission is expected to be approximately 2-3 pages in length with equal attention devoted to analysis (general impressions and critical learning) and reflections (better insight on the styles impact of an administrator's ability to lead a successful school).

Rubric for Reflections

Criteria	Points Earned
Student provides a solid summary of the major concepts of the topic.	1
Student connects concepts to practice and course materials (application), where appropriate.	1
Student shares personal experiences, thought, beliefs, etc. related to the concepts presented in the topic.	2
Submission is of graduate quality.	1
TOTAL	5

C. Online Discussion and Activities (3 Points Each; 24 Total Points)

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.
- Complete Activities listed for each week and respond to questions.

Each student must have at least four postings per week and must post on three different days each week. Failure to post according to these expectations may result in the student being considered "absent" for the online week session and subject to point reductions per the course attendance policy.

D. Home Visit or Interview Activity (16 points)

Home Visit: Students will conduct one home visit utilizing the framework provided in *A Path to Follow* by Patricia Edwards. The project will assist students in performing impactful home visits that will not only strengthen the schools understanding of the family but additionally the families understanding of the school. Students will provide a 3-5 page reflection of their experience. Responses need to include citation/references. See rubric for additional requirements.

Interview: Students will interview a practicing school administrator regarding school community relations. Interview questions are listed below. A minimum of a 3-5 page paper will summarize the interview and provide reflections. Responses need to include citation/references. See rubric for additional requirements.

Questions for Interview:

Overarching themes and questions related to each:

A. Administrative attitudes and perception

- a. What have been your experiences with home visits in education?
- b. Research argues that home visits can improve relations between the home and the school. Do you believe this is the case? Why or why not?
- c. What roles do teachers and other staff members have in increasing school community relations?
- d. What factors influence the parents at your school in their involvement?

B. Knowledge and understanding of the larger school community

- a. What may hinder parent involvement at your school?
- b. Discuss how the various publics (office staff, parent networks, business community, churches, etc.) play a role in the day-to-day decision-making activities in your school.

C. Personal practices regarding parental involvement

- a. How are parents given information? What types of volunteer or participation opportunities exist in your school for parents?
- b. What types of parent involvement do you expect to observe that can impact student success? How do you foster and maintain this level of involvement?
- c. Is parent involvement specified in the school or campus improvement plan?
- d. What roles do parents, or how is parent involvement part of the decision-making process in you school?

Rubric for Home Visit or Interview Activity

Attribute	Acceptable (Maximum of 5-6 points for each attribute)	Unacceptable
Focus and Understanding	The submission provides evidence of analysis of information received in the interview or home visit. Student effectively demonstrates a synthesis of course content within their analysis.	No analysis of the interview or home visit.
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent.	Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.
Support	All of the information provided through the submission is supported internally and externally through citations to specific coursework, texts, journal articles, or other appropriate resources.	The content of the submission provides unsupported opinion.

Due Date: July 23, 2017

Student Evaluation

The course grade is constructed on a 100-point scale. Assignments will be weighted to correspond to the point-value system described below:

Case Study Analysis	30
Individual Reflections (5 Points Each)	30
Home Visit or Interview Activity	16
Online Discussion/Activities (3 Points per Week)	<u>24</u>
Total Points:	100

The following scale will be used:

A	93-100	A-	90-92	B+	88-89	B	85-87
B-	83-84	C+	80-82	C	78-79	C-	76-77
F	75 or below						

Course Calendar

Class Date	Topic	Required Text Reading
Week 1 June 5-11	<i>Five Dysfunctions of a Team</i> Team Building Reflection Due June 11, 2017 Discussion Week 1	Read: <i>Five Dysfunctions of a Team</i> <i>The Principalship</i> - Chapter 1 <i>The Principalship</i> - Chapter 2
Week 2 June 12-18	Chapter 1: Cultivating Community, Culture, and Leadership Chapter 2: Creating a Vision for Learning Leadership Reflection due June 18, 2017 Discussion Week 2	Read: <i>The Principalship</i> - Chapter 9
Week 3 June 19-25	Chapter 9: Developing Effective Communications Communication Reflection Due June 25, 2017 Discussion Week 3	Read: <i>The Principalship</i> - Chapter 7 Read: <i>The Principalship</i> - Chapter 10
Week 4 June 26-July 2	Chapter 7: Organizational Structures Chapter 10: The Principal and Change Conflict Management Reflection Due July 2, 2017 Discussion Week 4	Read: <i>The Principalship</i> - Chapter 12 Read: <i>The Principalship</i> - Chapter 14
Week 5 July 3-9	Chapter 12: Creating Safe Schools Chapter 14: Community Relations School Community Reflection Due July 9, 2017 Discussion Week 5	Read: <i>The Principalship</i> - Chapter 8 Read: <i>The Principalship</i> - Chapter 15
Week 6 July 10-16	Chapter 8: The Principal as Decision Maker Chapter 15: The Principal and Ethics Decision-Making Reflection Due July 16, 2017 Discussion Week 6	Read: <i>The Principalship</i> - Chapter 5 Read: <i>The Principalship</i> - Chapters 6
Week 7 July 17-23	Chapter 5: Professional Development Chapter 6: Student Services Discussion Week 7 Home Visit or Interview Activity Due July 23, 2017	Read: <i>The Principalship</i> - Chapter 13 Read: <i>The Principalship</i> - Chapter 16
Week 8 July 24-29	Chapter 13: Human Resource Management Chapter 16: Political and Policy Context Chapter Discussion Week 8 Case Study Analysis: Due July 29, 2017 (Please note this due date is SATURDAY, July 29)	Upload the Case Study Analysis to the Unit Assessment System (UAS) Due: July 29, 2017

The instructor may alter this syllabus as conditions warrant.

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

**School Resource Management
ADSU 6436
Spring 2018
March 19, 2018 – May 12, 2018**

Class Schedule/Location

FULLY ONLINE

Professor

Antonio Corrales, Ed.D.

Secretary

Sandy Windham
Suite 1111 Bayou
281-283-3521

Windham@uhcl.edu

Office Location, Hours and Phone

1111.00 Bayou

Wednesdays 5:00-9:00 pm online or by appointment

Phone Number: 281-283-3589

E-mail: corrales@uhcl.edu

COURSE INFORMATION

I. Purpose of the Course

Upon completion of the course, students should be familiarized with the laws and practices related to successful implementation, management and leadership of school finance. In parallel, students should learn about planning, implementation, evaluation, and improvement through study and development of school finance strategies and policies that meet local, state, and national needs and requirements.

Catalog Description

Fundamentals of planning, cost accounting, quantitative evaluation and resources, and application of prudent business practices to school finance.

Course Credit

School Business Management provides prospective educational leader with a basic understanding of school finance issues nationally, with special emphasis on Texas. The prospective educational leader will be introduced to school finance law, terminology, funding formulas, and in depth knowledge of campus budgeting. This course will also provide a foundation for understanding Texas schools finance.

II. Objectives of the Course

1. Understand the impact of school finance on school planning, curriculum, appraisal, professional development, accountability, and the entire operation of an educational institution.
2. Understand the need for planning, cost accounting, quantitative evaluation and resources, and application of prudent business practices to school finance.
3. Apply a framework of continuous improvement to school finance in order to promote student success.
4. Knowledge and application of skills to be successful 21st century school leaders.

National Educational Leadership Standards

This course focuses on all of the Competencies for Principals established by the Texas Board of Educator Certification.

Domain I: School Community Leadership

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II: Instructional Leadership

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III: Administrative Leadership

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

III. Required Text

Corrales, A. (2016). *Undoing the damage: Repairing a broken school district*. Thorofare, NJ: Xlibris.

Sorenson, R. D., & Goldsmith, L. M. (2013). *The principal's guide to school budgeting* (2nd ed.). Thousand Oaks, CA: Corwin.

IV. Course Expectations

General Information: It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies.

Use Blackboard to communicate with the instructor and with other students, submit all assignments and maintain projects. The Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. E-mail within Blackboard (our official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.

Readings and Pre-work Activities: Graduate students will be required to read in their entirety the specified readings assigned and complete the accompanying handouts for class discussions.

Papers: Papers are expected to be double-spaced, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

Online Attendance: While this is a 100% online course, this course requires daily professional participation. It is important to log on daily to keep track of emails, announcements, and course requirements.

V. Class Schedule

Weekly Schedule – Spring 2018

<u>WEEK</u>	<u>ELCC/ TAC</u>	<u>TOPICS</u>	<u>Book Chapters</u>	<u>CLASS ACTIVITY</u>	<u>ASSESSMENTS</u>
March 19 (Week 1)	002-006/ 5.A.1	• Understanding the Budgeting Process	Ch. 1 from The principal's guide to school budgeting	<ul style="list-style-type: none"> • Read the book Undoing the Damage, the weekly chapters, and blackboard materials • Start working on budget analysis • Work on case study 1 	<p><u>Due on Sunday, March 25, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> • Case Study 1
March 26 (Week 2)	002-006 / 5.A.4	• Budget Vision and Standards	Ch. 2 from The principal's guide to school budgeting and Pg. 1-74 from book Undoing the Damage: Repairing a Broken School District	<ul style="list-style-type: none"> • Read the book Undoing the Damage, the weekly chapters, and blackboard materials • Continue working on budget analysis • Work on discussion 1 and case study 2 	<p><u>Due on Sunday, April 1, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> • Discussion 1 • Case Study 2
April 2 (Week 3)	002-006 / 5.ii	• Culture, Data, and Celebrating Success	Ch. 3 from The principal's guide to school budgeting and Pg. 77-91 from book Undoing the Damage: Repairing a Broken School District	<ul style="list-style-type: none"> • Read the book Undoing the Damage, the weekly chapters, and blackboard materials • Continue working on budget analysis • Work on discussion 2 and case study 3 	<p><u>Due on Sunday, April 8, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> • Discussion 2 • Case Study 3

April 9 (Week 4)	002-006 / 5.A.1	<ul style="list-style-type: none"> Integrating vision, planning, and budgeting 	Ch. 4 from The principal's guide to school budgeting and Pg. 92-110 from book Undoing the Damage: Repairing a Broken School District	<ul style="list-style-type: none"> Read the book Undoing the Damage, the weekly chapters, and blackboard materials Continue working on budget analysis Work on discussion 3 and case study 4 	<p><u>Due on Sunday, April 15, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> Discussion 3 Case Study 4
April 16 (Week 5)	002-006 / 5.ii	<ul style="list-style-type: none"> Effective budget practices 	Ch. 5 from The principal's guide to school budgeting	<ul style="list-style-type: none"> Read the book Undoing the Damage, the weekly chapters, and blackboard materials Continue working on budget analysis Work on and case study 5 	<p><u>Due on Sunday, April 22, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> Case Study 5
April 23 (Week 6)	002-006 / 5.ii	<ul style="list-style-type: none"> Building the School Budget 	Ch. 6 from The principal's guide to school budgeting and Pg. 111-133 from book Undoing the Damage: Repairing a Broken School District	<ul style="list-style-type: none"> Read the book Undoing the Damage, the weekly chapters, and blackboard materials Continue working on budget analysis Work on discussion 4, case study 6, and quiz. 	<p><u>Due on Sunday, April 29, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> Discussion 4 Case Study 6 Quiz
April 30 (Week 7)	002-006 / 5.ii	<ul style="list-style-type: none"> Budget Analysis 	Ch. 1-6 from The principal's guide to school budgeting and book Undoing the Damage: Repairing a Broken School District	<ul style="list-style-type: none"> Read the book Undoing the Damage, the weekly chapters, and blackboard materials Work on budget analysis 	<p><u>Due on Sunday, May 6, 2018, 11:59 pm:</u></p> <ul style="list-style-type: none"> Solving a Problem Related to a School Budget

VI. Attendance

While this is a 100% online course, this course requires daily professional participation. It is important to log on daily to keep track of emails, announcements, and course requirements.

VII. Grading

The students will complete the following assignments:

- A. Reflection Papers (Case Study Analysis):** Each graduate student will be responsible for completing six reflection papers analyzing different case studies related to School Resource Management. The case studies address different themes related to the budgetary process in a school and resource management in general. Some of the lessons from the book *Undoing the Damage: Repairing a Broken School District* should be incorporated in the reflections. This section will comprise 48 points at 8 points for each.

Reflection Paper (Case Study Analysis) Rubric

CRITERIA	Proficient (2 points)	Acceptable (1 point)	Unacceptable (0 points)
Issues	Recognizes three or more issues based on the facts in the case. Explains why some issues are more important than others.	Recognizes two issues based on the facts in the case. Only elaborates on either the primary or secondary issue.	Recognizes one or no primary or secondary issue based on facts of the case.
Actions	Multiple feasible and reasonable actions proposed, at least two, establishing potential solutions. Includes a list of activities, identification of responsible parties, and a suggested timeline	Sufficient actions (activities) proposed, at least one, establishing potential solutions. Includes a list of	Few or no timeline, responsible parties, actions (activities) or measurable outcomes are

	and measures of intended outcomes.	activities, identification of responsible parties, and a suggested timeline and measures of intended outcomes.	provided in addressing the problems identified.
Consequences	Discusses at least two consequences related to Special Programs theory.	Discusses at least two consequences related to Special Programs theory.	Displays limited or no awareness of potential consequences related to Special Programs theory.
Logic, Organization, and Format	<p>Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.</p> <p>Develops concise standard English sentences, balances a variety of sentence structures effectively. The writing is essentially error-free in terms of spelling and grammar.</p>	<p>Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.</p> <p>While there may be minor errors, the writing follows normal conventions of spelling and</p>	<p>Does not develop ideas cogently; uneven and ineffective overall organization; unfocused or no introduction and/or conclusion.</p> <p>Writing contains frequent spelling and grammar errors which interfere with comprehensio</p>

	<p>Case analysis is three to five pages in length, double-spaced with Times New Roman 12-point font.</p> <p>Citations from 2 or more sources including the text book.</p> <p>All citations are included in the case. References matched the citations and are in APA 6 format.</p>	<p>grammar throughout and has been carefully proofread. Presence of a few errors is not distracting.</p> <p>Case analysis is at least three pages in length.</p> <p>Citations from 1 source including the text book.</p> <p>Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.</p>	<p>n. Errors are seriously distracting.</p> <p>Case analysis is less than three pages in length or longer than five pages</p> <p>Citations from sources including the text book.</p> <p>Citations for statements included in the case are not present, or references which were included were not found in the text. APA 6 format was not followed.</p> <p>No reference page.</p>
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- **Case 1** – Pg. 31 from book The Principal's Guide to School Budgeting
- **Case 2** - Pg. 54 from book The Principal's Guide to School Budgeting
- **Case 3** – Pg. 78 from book The Principal's Guide to School Budgeting
- **Case 4** – Pg. 103 from book The Principal's Guide to School Budgeting
- **Case 5** – Pg. 147 from book The Principal's Guide to School Budgeting
- **Case 6** – School Closure and Configuration (posted on Blackboard)

B. Discussions: Each graduate student will post four discussions related different topics studied from the book undoing the Damage: Repairing a Broken School District during that particular week. As future campus administrators, the candidates will have to explain how is it possible to better serve the students, increase the capacity of the staff, and improve the general academic performance of the entire campus. The candidate should incorporate in the discussion specific aspects and examples of the recently learned content during the week, and utilize the characteristics of their current school or department to elaborate on the discussion. This section will comprise 20 points at 5 points for each. Each student must include the following aspects in the postings:

- **Agreement/Disagreement of Key Points/Findings.** Candidates should provide support for the positions taken using links/supporting materials/secondary research.
- **Field Experience.** Fully describe how the concepts, theories, key points, and critical issues are evident or relevant to the candidate's current or previous employer (e.g., school district, specific school, etc.)
- **Best Practices.** How would you optimally apply concepts, techniques, theories, key points, etc. to the candidate's current or previous employer? Candidates should be specific with respect to suggested development, improvement, and implementation of policies, procedures, and programs to implement. Include support for proposed development, improvement, or implementation through identified best practices through the use of textual materials, links, others readings, etc

Discussion Rubric

Category	Points
Agreement/Disagreement of Key Points/Key Findings (2 points maximum)	
Field Illustration/Application (2 point maximum)	
Best Practices and Writing format (syntax, spelling, grammar) and APA format (1 point maximum)	
Total Points Awarded	

- **Discussion 1** – Lessons 1 and 2 from book Undoing the Damage: Repairing a Broken School District
- **Discussion 2** – Lessons 3 and 4 from book Undoing the Damage: Repairing a Broken School District
- **Discussion 3** – Lessons 5 and 6 from book Undoing the Damage: Repairing a Broken School District
- **Discussion 4** – Lessons 7, 8, and 9 from book Undoing the Damage: Repairing a Broken School District

C. Quiz: Each graduate will have to complete one quiz over the course of the semester. The quiz will cover the content of the class and the students will have an entire week to complete it. This section will comprise 7 points.

D. Solving a Problem Related to a School Budget: This is a four-part assignment. Each student is to identify, address, and resolve a problem or challenge related to a school budget that influences instructional practice and student learning. **Students must submit a scanned copy of the analyzed budget.** The scanned budget can be included in the same analysis document. Some of the lessons from the book *Undoing the Damage: Repairing a Broken School District* must be considered when identifying, addressing, and resolving a problem. Each graduate student must upload on the UHCL Website this assignment by set due date. Directions for uploading campus plan can be found online at the UHCL student UAS website. The assignment will comprise 100 points. **Not uploading the assignment by the set due date will result in a reduction of the final grade by one letter grade. Not uploading the assignment by the last day of class will result in a failing grade for the course.**

Part 1 – Identify Problem or Challenge within a School Budget (25-point assignment)

Identify a significant problem or challenge within a school or district budget. It is essential that this problem or challenge have an impact on student learning. Be certain to utilize appropriate data and sources for support.

- A. What is the relationship between the problem or challenge and instructional practice or student learning?
- B. Discuss the relationship between your choice of problem and the longitudinal data that supports it.
- C. What will be the expected measurable impact of addressing the problem or challenge? How will addressing the problem or challenge impact professional practice or student learning?

Assessment:

Each question has a value of eight points. Responses will be assessed utilizing only the evidence that is provided by the student in the respective written response. Each response will be assessed on the comprehensiveness of its evidence.

	0-2	3-4	5-6	7-8
Description of the comprehensiveness of the student's written response	Minimal	Partial	Effective	Extensive
	Ineffective	Limited	Informed	Significant
	Inappropriate	Inconsistent	Appropriate	Insightful
	Minimal	Cursory	Relevant	Detailed

One point for graduate-level written communication. That is, no grammatical, syntax, spelling, punctuation, or other errors in presentation.

Part 2 – Developing a Plan (30-point assignment)

Develop a comprehensive plan to address the existing problem within the budget. The plan should identify suitable sources and influences. It should include appropriate goals, timelines, and colleagues. The plan should discuss effective communication and provide fitting assessment and measurement on school resource management and student learning.

- A. What sources (research, school and community, district) did you utilize in developing the plan?
- B. To what extent did the decision to utilize these sources impact the development of the plan?
- C. Describe the plan and how the plan will provide a specific resolution to the problem or challenge that the plan is intended to address.
- D. Illustrate and explain the timeline for each step of the plan.
- E. To what extent was the development of the plan inclusive? That is, who did you select to participate and what roles did they play?
- F. Discuss how you communicated the plan.
- G. Explain your formative and summative assessment plans. Be specific regarding both. That is, what specific student work will exhibit or demonstrate the success or need for improvement of your plan?

Assessment:

Each question has a value of four points. Responses will be assessed utilizing only the evidence that is provided by the student in the respective written response. Each response will be assessed on the comprehensiveness of its evidence.

	1	2	3	4
Description of the comprehensiveness of the student's written response	Minimal	Partial	Effective	Extensive
	Ineffective	Limited	Informed	Significant
	Inappropriate	Inconsistent	Appropriate	Insightful
	Minimal	Cursory	Relevant	Detailed

Two points for graduate-level written communication. That is, no grammatical, syntax, spelling, punctuation, or other errors in presentation.

Part 3 – Implementing a Plan (25-point assignment)

Implement the plan from Part 2 addressing the problem within the budget and discuss its implementation.

- A. What actions and strategies were implemented, by whom? Why were certain individuals included?
- B. How did you communicate with those involved in the implementation? What role did communication play in the quality of the implementation?
- C. Discuss formative and summative assessment and any alterations made as a result of formative assessment.
- D. Explain the connection between the implementation of the plan and its components to improvement in professional practice and student learning.

Assessment:

Each question has a value of six points. Responses will be assessed utilizing only the evidence that is provided by the student in the respective written response. Each response will be assessed on the comprehensiveness of its evidence.

	0-1.5	1.5-3	3-4.5	4.5-6
Description of the comprehensiveness of the student's written response	Minimal	Partial	Effective	Extensive
	Ineffective	Limited	Informed	Significant
	Inappropriate	Inconsistent	Appropriate	Insightful
	Minimal	Cursory	Relevant	Detailed

One point for graduate-level written communication. That is, no grammatical, syntax, spelling, punctuation, or other errors in presentation.

Part 4 – Professional Reflection (20-point assignment)

Engage in a reflection on the plan specific to address an existing issue within a school or district budget and the process.

- A. What was the resolution?
- B. How did the process influence future practice?
- C. Discuss the effectiveness of the resolution.

Assessment:

Each question has a value of six points. Responses will be assessed utilizing only the evidence that is provided by the student in the respective written response. Each response will be assessed on the comprehensiveness of its evidence.

	0-1.5	1.5-3	3-4.5	4.5-6
Description of the comprehensiveness of the student's written response	Minimal	Partial	Effective	Extensive
	Ineffective	Limited	Informed	Significant
	Inappropriate	Inconsistent	Appropriate	Insightful
	Minimal	Cursory	Relevant	Detailed

Two points for graduate-level written communication. That is, no grammatical, syntax, spelling, punctuation, or other errors in presentation.

H. Late Assignments: Late assignments are not acceptable under any circumstance. Graduates students submitting late assignment will have a zero on that particular assignment.

VI. Grading Criteria

Points (%)

A. Reflection Papers (Case Study Analysis).....	48
B. Discussions	20
D. Quiz.....	7
E. School Budget Analysis.....	100
Total:.....	175

The following scale will be used:

A	165-175
A-	161-164
B+	158-160
B	152-157
B-	147-151
C+	142-146
C	137-141
C-	131-136
D/F	0-130

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL

provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.

4. **Failure to Complete Field Experiences**

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the

professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course.

Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Academic Calendar

[Academic Calendar](#) link

[2017-2018 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.



University of Houston Clear Lake

COE: *Excellence, Innovation and Leadership in a Learner-Centered Community*



Council for the
Accreditation of
Educator Preparation

CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

School Law

ADSU 6437.31 & ADSU 6437.32

Spring 2017

Class Schedule/Location

March 20, 2017 – May 13, 2017

Online

Professor

Gary Schumacher, Ph.D.

Bayou 1111-08

281-283-3631 (Office)

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E-mail: schumacher@uhcl.edu

Office Hours

Virtual Office Hours (Blackboard)

Tuesday and Thursday

2:00pm – 4:00pm

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Secretary

Sandy Windham

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Catalog Description

This course addresses state and federal school law and court decisions affecting the authority, responsibilities, liabilities and appeals related to the operations of public school systems and student issues as well as legal requirements related to the implementation and maintenance of special programs that meet local, state and national needs and requirements.

Course Credit

3 credit hours

Intended Audience

This course is required in the certification program, including the Master's Degree, for students planning to work as school administrators. It may also be an elective course for students in other graduate programs.

Purposes

Using a learner-centered approach, this course is designed to introduce and develop knowledge, skills, and attitudes (dispositions) for the building level school leader through readings, discussions, presentations, guided inquiry, and field-based assignments.

The purpose of this course is to provide conceptual and structural knowledge of school law, particularly the constitutional underpinnings of statutes, court decisions, regulations, and policies that affect school governance and administration. Through the use of case analyses, readings, presentations, and reflective thinking, students will study governance of public schools, teacher rights and freedoms, student rights and freedoms, and other legal issues including church/state, attendance, curriculum, employment, and liability.

Required Textbook

Walsh, J., Kemerer, F., & Maniotis, L. (2014, 8th edition). *The educator's guide to Texas school law*. Austin, TX: University of Texas Press.

Optional Resources

National School Boards Association: www.nsba.org "Legal Clips"
American Law Reports
Lexis/Nexis Data Base
West's Education Law Reporter
Journal of Law and Education

Course Objectives

The student will:

1. Understand basic legal concepts through examination and discussion of relevant court cases.
2. Gain an in-depth understanding of landmark cases in various areas of school law.
3. Apply knowledge of federal constitutional provisions and judicial decisions that affect education systems including judicially recognized individual rights and principles guaranteed by the U.S. Constitution which influence public education.

4. Comprehend and utilize basic legal tests applied by the judiciary in their application to factual situations and cases.
5. Apply knowledge of state constitutional, statutory, and regulatory provisions and judicial decisions governing a state's educational system.
6. Examine specific issues around which most litigation related to teacher/student rights arises in public schools and be familiar with emerging legal issues including:
 - teacher rights in public schools (employment, expression, privacy, disciplinary due process)
 - student rights in public schools (expression, privacy, attendance, disciplinary due process)
 - the rights of members of specially protected groups (i.e. children with disabilities, persons of color)
 - liability and tort issues
 - implementing due process in public schools
 - religious freedom

ELCC Standards:

- **3.2c: Manage Operations** - Students will demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective and efficient facilities.
- **3.3a: Manage Resources** – Students will be able to use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.
- **4.2c: Responds to Community Interests and Needs** – Students will provide leadership to programs serving students with special and exceptional needs.
- **5.1a: Acts with Integrity** - Students will demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- **5.3a: Acts Ethically** - Students will be able to make and explain decisions based upon ethical and legal principles.
- **6.1d: Understands the Larger Context** - Students will demonstrate an understanding of the policies, laws, and regulations enacted by local, state and federal authorities that affect schools, especially those that might improve educational and social opportunities.

ExCET Competencies:

- **2.1:** Students will be familiar with the applicable laws that enable the effective communication with families and other community members in varied educational contexts.
- **2.8:** Students will be familiar with the applicable laws that enable the effective communication and work with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- **3.1:** Students will be familiar with the applicable laws that enable modeling and promotion of the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.
- **3.2:** Students will be familiar with the applicable laws that enable the implementation of policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.

- **3.3:** Students will be familiar with the applicable laws that enable the application of knowledge of ethical issues affecting education.
- **3.4:** Students will be familiar with the applicable laws that enable the application of legal guidelines to protect the rights of students and staff and to improve learning opportunities, particularly in relation to students with disabilities, bilingual education, confidentiality, and discrimination.
- **3.5:** Students will develop an understanding of how to apply laws, policies, and procedures in a fair and reasonable manner.
- **5.7:** Students will be familiar with the applicable laws that enable the implementation of classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- **6.4:** Students will be familiar with the applicable laws that enable the implementation of effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- **9.4:** Students will be familiar with the applicable laws that support sound decision making related to school programs and operations such as student services, child nutrition, health services, and transportation.

Course Expectations

Readings and Out-of-Class Work:

Graduate students will be required to read the assigned readings in their entirety.

Discussions will be predicated on ideas and concepts related to the reading assignments and the collective experiences of the group in a professional educational setting.

Additional materials presented by the instructor will be used to enhance discussion and develop practical problem solving skills for the reflective practitioner. The course is fully online which means it requires the web interface.

It is the expectation of the professor and faculty of the ADSU program that student work in this course will be a minimum of six hours per week or course module.

Written Assignments:

When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment. **Assignments are to be submitted to the Blackboard (BB9) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the assignment. Late assignments will not be able to be submitted to the BB9 system, as submissions will be locked out on the assigned date and time. Students wishing partial credit for late assignments should submit assignments directly to the professor via e-mail attachment.**

Expectations of the Professor for Each Student:

- Participate in class and in each activity.
- Exhibit proper online etiquette.

- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard 9.1 course site.
- Use Blackboard to communicate with the instructor and with other students, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one student can benefit other students.
- It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the students. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Class Participation:

Many adult-learning theorists espouse the value of engaging adult learners in activities and discussions that allow for active participation. The coursework and curriculum of this class follows this line of thought. Students are encouraged to be active participants in all course online discussions and activities.

Class Attendance:

Students are expected to participate in online discussions each week; for each course module.

Class Participation – Online Discussions

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions, as appropriate, to continue the online discussion and/or to pose follow-up questions.

Note: In addition to posting responses to each discussion question, each student must also respond (discuss) to other students' postings. The minimum requirement for this is to have at least five postings per week; and post on four different days each week. Failure to post according to these expectations may result in the student being considered "absent" for the online week session and subject to point reductions per the course attendance policy.

Class Participation – Activities

Students will be required to respond to each of activities posted for each online week. Responses should be posted on separate threads in the Discussions link for each activity with the subject line indicating the general topic. Students are encouraged to read each other's responses to the activities and respond to them with their thoughts regarding the topic (response to the posted thread).

Statement on Professional Dispositions

Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior COE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses).

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <http://prtl.uhcl.edu/education/forms-information/form-files/uhcl-epp-complaint-procedures.pdf>.

Student Life Policies

The Student Life Policies can be found by going to: <http://www.uhcl.edu/studentservices> and selecting "Student Life Policies."

Academic Honesty

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

English Language Proficiency Standards

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Americans with Disabilities Statement: Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Assignments

1. Online Discussion and Activities (7 Points Each; 56 Points Total)

Students will be required to participate in online class discussions concerning topics posted by the instructor on Blackboard 9.1 (Discussions link). Students will be required to:

- Respond to discussion questions and activities, as appropriate, to continue the online discussion and/or to pose follow-up questions.

You should read, analyze, and respond to the issues of the week/questions and comments within the discussion board. You must do more than just respond; I am looking for evidence of your active participation in the learning experience. This can be done by relating real world experiences to the discussion posts, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion (Play devil's advocate). Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one sentence).

Note: In addition to posting responses to each discussion question, each student must also respond (discuss) to other students' postings. The minimum requirement for this is to have at least five postings per week; and post on four different days each week. Failure to post according to these expectations may result in the student being considered "absent" for the online week session and subject to point reductions per the course attendance policy.

Rubric for Discussion Board Participation

The student relates real world experiences in their responses to with alternative solutions, if applicable.	4 points
The student responds with substantive comments.	3 points

2. Legal Brief (10 points)

Students are to interview an administrator (preferably a principal) to discuss a legal issue that he principal has had to deal with. The student will then create a legal brief on the topic discussed during their administrator interview. The brief should be a two-page, single-spaced document summarizing the issue. The brief should include a reference to applicable case law as presented in the course.

Rubric for Legal Brief

The specifics of the assignment are contained in the student's product and the student provides the relevant facts of the case.	4 points
The student explains the rulings and rationale for the decisions of the case.	3 points
The student identifies the implications of the case for school administrators.	3 points

The assignment should be submitted to the Blackboard assignment link.

DUE: April 26, 2017

3. Two Case Law Summaries (20 Points; 10 points each)

Each student will submit two written summaries (2-3 pages) of a judicial decision for a course topic of their choosing. **One of the summaries must be of a recent legal issue – that is, it must have occurred after January 1, 2014.** Each summary should include the following elements:

- a. Case citation
- b. Plaintiff and defendant in the case
- c. Case history: progression through the court system (e.g. circuit court, appellate court, etc.)
- d. Case summary
- e. Personal reflections on the case

Rubric for Case Law Summaries

Criteria	High	Middle	Low
The summary addresses each of the assignment's required components. (5 points)	The written summary is complete and addresses all of the assignment's required components.	Some elements are incomplete, missing and/or lack evidence of graduate-level quality.	Several elements are incomplete, missing and/or lack evidence of graduate-level quality.
Reflection analysis shows evidence of correlation of a school leader's role with respect to the legal issue. (3 points)	The student shows strong evidence of correlation of a school leader's role with respect to the legal issue.	The student shows some evidence of correlation of a school leader's role with respect to the legal issue.	The student shows no evidence of correlation of a school leader's role with respect to the legal issue.
The summary is written in graduate-level quality (grammar, syntax, style, format, etc.) (2 points)	The written summary is of professional, graduate-level quality.	There are a few, minor errors in the written summary.	There are several errors in the written summary. The product shows evidence lacking professional preparation and graduate-level quality.

The assignment is to be uploaded to the Blackboard 9.1 Assignment Link.

DUE: April 5, 2017 & April 19, 2017

4. Course Project: Written Analysis of School Law Topic (25 Points)

All students are required to create and submit a written course assignment that takes a practical school-based topic and illustrate learning by connecting the case to both statutory law and judicial precedents.

- The topic is realistic, written in a graduate-level manner that is easily understood by the reader.
- Sufficient background information is evident to support understanding of the critical and non-critical aspects of the case.
- The student accurately connects the topic to appropriate statutory law(s). Citations and references are evident in the presentation.
- The student accurately connects the situation to appropriate judicial decisions. Citations and references are evident in the presentation.
- The student generalizes the case to effective administrative practice, delineating appropriate practices, procedures, or other criteria that administrators should consider in similar situations.

Rubric for Course Project: Written Analysis of School Law Topic

Criteria	High	Middle	Low
The project addresses each of the assignment's required components. (10 points)	The written summary is complete and addresses all of the assignment's required components.	Some sections are incomplete and lack evidence of graduate-level quality.	Several sections are incomplete and lack evidence of graduate-level quality.
Reflection analysis shows evidence of correlation of a school leader's role with respect to the legal issue. (9 points)	The student shows strong evidence of correlation of a school leader's role with respect to the legal issue.	The student shows some evidence of correlation of a school leader's role with respect to the legal issue.	The student shows no evidence of correlation of a school leader's role with respect to the legal issue.
The presentation of the course project (grammar, syntax, style, format, etc.) is clear, professional, and indicative of graduate-level quality. (3 points)	The written summary is of professional, graduate-level quality.	There are few errors and the written summary is, overall, not hampered as a result of its presentation.	There are several errors in the written summary. The product shows evidence lacking professional preparation and graduate-level quality.
There is significant evidence of the connections between content and ELCC Standards.	The student provides many connections between the published standards and competencies	Some connections exist between the published standards and competencies and the issues	There are few or no connections between the published standards and competencies and

(3 points)	and the issues presented in the written summary.	presented in the written summary.	the issues presented in the written summary.
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The assignment will be uploaded to the Blackboard 9.1 Assignment Link and to the University Assessment System (UAS).

DUE: May 3, 2017

5. Quizzes (60 points)

Each student will complete quizzes for the chapters included in the course materials. The quizzes will be delivered on Blackboard and will be open to complete after a chapter is completed according to the course schedule. The quizzes are to be completed by the assigned date and time according to Blackboard.

Student Evaluation

The course grade is constructed on a 150-point scale. Assignments will be weighted to correspond to the point-value system described below:

Online Discussion/Activities	56
Legal Brief	10
Case Law Summaries	20
Course Project	25
Quizzes	<u>60</u>
Total Points:	171

The following grading scale will be used:

A	150-171	A-	140-149	B+	135-139	B	126-134
B-	121-125	C+	116-120	C	111-115	C-	106-110
F	105 or below						

Class Calendar

Date	Readings and Assignments	Topic
Week 1: 3/20/17 – 3/26/17	Course Introduction Syllabus/Assignments Complete Introduction Quiz	Read: Chapter 1 - Overview of Educational Law Read: Chapter 10 - Legal Liability
	Chapter 1: Overview of Educational Law Complete Chapter 1 Quiz	
	Chapter 10: Legal Liability	
	Chapter 10: Legal Liability Complete Chapter 10 Quiz	Read: Chapter 2 - Student Attendance and the Instructional Program
Week 2: 3/27/17 – 4/2/17	Chapter 2: Student Attendance and the Instructional Program Complete Chapter 2 Quiz	Read: Chapter 3 - Special Education

Week 3: 4/3/17 – 4/9/17	Chapter 3 - Special Education	
	Chapter 3 - Special Education Complete Chapter 3 Quiz	Read: Chapter 4 – The Employment Relationship
Week 4: 4/10/17 – 4/16/17	Chapter 4 – The Employment Relationship	Read: Chapter 5 – Personnel Issues
	Chapter 5 – Personnel Issues Complete Chapter 4/5 Quiz	Read: Chapter 6 – Expression and Associational Rights
Week 5: 4/17/17 – 4/23/17	Chapter 6 – Expression and Associational Rights: Teachers	
	Chapter 6 – Expression and Associational Rights: Students Complete Chapter 6 Quiz	Read: Chapter 7 - Religion in the Schools
Week 6: 4/24/17 – 4/30/17	Religion in the Schools Complete Chapter 7 Quiz	Read: Chapter 8 – Student Discipline
Week 7: 5/1/17 - 5/7/17	Chapter 8 – Student Discipline: Due Process	
	Chapter 8 – Student Discipline: Expulsion Complete Chapter 8 Quiz	Read: Chapter 9 – Privacy Issues
Week 8: 5/8/17- 5/11/17	Chapter 9 – Privacy Issues Complete Chapter 9 Quiz	

The instructor may alter this syllabus as conditions warranted.

Calendar of Important Dates

Academic Calendar

Academic Calendar

[2016-2017 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty

University of Houston Clear Lake

COE Motto: *Excellence, Innovation and Leadership in a Learner-Centered Community*



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ADSU 6533.01 – *Appraisal of Teaching*

Fall 2017

Class Schedule/Location

August 28, 2017 – December 16, 2017
Tuesdays (7:00 pm – 9:50 pm)
SSB 2305

Professor

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(281) 226-7498 (e-Fax)
(832) 794-2794 (Cell)
E-mail: schumacher@uhcl.edu

Office Hours

Wednesdays: 12:00 p.m. – 3:00 p.m. (UHCL)
Thursdays: 7:00 a.m. – 9:00 a.m. (Virtual)
As scheduled by appointment.

Secretary

Sandy Windham
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(281) 283-3521
windham@uhcl.edu

COURSE INFORMATION

Catalog Description

The course follows the official guidelines for training appraisers as required for the Texas Teacher Evaluation and Support System (T-TESS) Teacher Appraiser Training. Candidates are also required to do in-depth research on professional growth and/or development as it relates to evaluation.

Course credit: 3 credit hours

Prerequisite: ADSU 6030: Introduction to Educational Leadership

Intended Audience

This is a required course for the Master's degree and certification in Educational Leadership at University of Houston-Clear Lake. Together with the Instructional Leadership course, ADSU 6030, it provides certification for appraisal of teachers in Texas. This course is designed for graduate students who are exploring the issues of mentoring and peer leadership from the leadership perspective of the principal.

I. Purposes of this Course:

The primary purposes of this course include:

- demonstrating competence to become certified by UHCL and the state of Texas (through the Texas Education Agency) to evaluate teachers using the T-TESS instrument;
- demonstrating competence to improve teacher performance using a set of standards on other future appraisal instruments; and
- demonstrating the ability to become a more effective administrator according to ELCC and TExES standards.

II. Objectives:

Students will demonstrate individual:

- Familiarity with current practices, regulations and statutes regarding teacher evaluation in Texas;
- Familiarity with mechanisms of the current T-TESS instrument;
- Familiarity with research on effective appraisal of teachers, and varieties of tools and processes that are available to coach teachers' cognition;
- Ability to evaluate a teacher's professional competence in an instructional setting;
- Ability to confer with a teacher based on a pre-conference, an observation of that teacher's instruction, and planning for a post-observation conference;
- Ability to develop a presentation over relevant school law topics and a corresponding case study;
- Ability to prepare conference summaries within minutes of completing conferences;
- Ability to analyze cumulative data about educator performance in addition to classroom; and
- Ability to develop one's own professional growth plan and articulate goals for future professional development.

Principal TExES Competencies

Domain II: Instructional Leadership

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Domain III: Administrative Leadership

Competency 008

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use..

Educational Leadership Constituent Council Standards (ELCC)

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying instruction to improve instructional practices and curricular materials.
- b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

- a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive professional growth plans with teachers and other school personnel.

- c. Candidates develop and implement.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

- a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
- b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.
- c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly

Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

Candidates make and explain decisions based upon ethical and legal principles.

III. Text and Additional Reading Resources

Required Texts

T-TESS Training Materials (TEA) reproduced. (See Blackboard link: "*T-TESS Resources*")

Kemerer, F. R., & Crain, J. A. (2016) *Texas documentation handbook* (6th ed).. Austin, TX: Texas School Administrators' Legal Digest.

Walsh, J., Kemerer, F. R., & Maniotis, L. (2014) *The educator's guide to Texas school law* (8th ed). Austin, TX: University of Texas Press.

Key Web Sites

Teach for Texas <https://teachfortexas.org/>

Texas Education Agency (<http://www.tea.state.tx.us>)

Texas Education Code <http://www.statutes.legis.state.tx.us/?link=ED>

Texas Administrative Code

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=2&ti=19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19)

Administrator Websites (<http://www.tasanet.org>) (<http://www.tasb.org>) (<http://www.aasa.org>)

Principal Certification TExES Preparation Materials <http://www.texas.ets.org/>

US Department of Education www.ed.gov/pubs/edpubs.html

IV. Course Expectations

Methodology

The class begins with state-approved proficiency training on T-TESS. The remainder of the class meetings will consist of small and large group discussions and web-based interactions through the Blackboard 9 course site. The readings will form the foundation of the presentations and discussions. The course is web-enhanced which means part of the course requires the web interface. Therefore, participation and course sign-on is critical to your success. Our official class communication is through Blackboard 9.

The calendar of dates and meeting times connected with this course is listed in this syllabus. A brief outline of our class schedule including information about T-TESS hours accumulated and some items due are outlined below. Please check the website for due dates in the "Assignments" section because final due dates and times appear there. When in doubt, the Blackboard 9 assignment details are the final word.

Attendance: Attendance at each course session for the entire session, from beginning to end, is vital to success in the course. When you attend each session, you will have the best opportunity to learn everything you need to know about appraisal of teaching, and completing each assignment accurately.

- Should you miss a T-TESS training session and fail to make it up through Region 4 ESC or an approved alternate site, you will not receive credit for the course.
- Should you miss one, two, or three class sessions other than T-TESS; points will be deducted from your final grade (your grade as measured after grading each assignment and arriving at a compiled grade).
 - For 3-hour classes, 5 points will be deducted.

- Three (3) tardies or early departures from class are the equivalent of one absence.
- Four (4) absences are considered excessive absences and you may be dropped from the class.

In-Class Participation: The work done in class is designed as and required as part of the learning process. Failure to participate in preparatory and in-class assignments is the functional equivalent of not attending that class session. The penalty outlined in “attendance” above will be the consequence.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at: [http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

ACADEMIC HONESTY POLICY

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

Honesty Code: The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community’s standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University’s academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

COMPLAINT RESOLUTION

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at <https://www.uhcl.edu/education/documents/student-resources/general-information/ucl-epp-complaint-procedures.pdf>

SCHEDULE AND TIMETABLE

It will be solely the responsibility of the student to be aware of due dates. Please check the “Assignments” link on Blackboard (BB9) often to maintain awareness of due dates for all assignments.

LATE WORK NOTICE

When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment.

Assignments are to be submitted to the Blackboard (BB9) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the

assignment. Late assignments will not be able to be submitted to the BB9 system, as submissions will be locked out on the assigned date and time. Students wishing partial credit for late assignments should submit assignments directly to the professor via e-mail attachment.

STUDENT EXPECTATIONS

- Many adult-learning theorists espouse the value of engaging adult learners in activities and discussions that allow for active participation. The curriculum and pedagogical approach of this class follows this line of thought. Students are encouraged to be active participants in all class activities.
- Attend class regularly and participate in each class and in each activity.
- Exhibit proper classroom etiquette. Cell phones, PDA's, laptop computers, etc. should be silenced during class and students should refrain from reading text messages, e-mail, or viewing social networking sites during class.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other students and to submit all assignments. Blackboard serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one student can benefit other students. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL student submissions are to be authored by the student and representative of the original ideas, thoughts, and efforts of the students. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website and the UHCL student policies.
- It is the expectation of the professor that out-of-class student work will be the equivalent of six hours per class meeting.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Below is the URL for the English Language Proficiency Standards. Pursuant to new Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language

Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the standards, if there are any questions, please ask them in class.

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

DISABILITY POLICY

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

Should you need special accommodations, please contact me after class or in my office.

Statement on Professional Dispositions

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Taskstream Statement

Every student in a course with a designated Course Assessment must complete and submit the assignment to the School of Education (SOE) Taskstream system following the instructions. Unlike assignment grades that contribute to a student's course grade, Course Assessment assignment scores are only used to determine how well the program supports SOE candidates, meets State Standards, and fulfills national accreditation requirements. Instructors assign each Course Assessment assignment to one of three categories: Excellent, Acceptable, or Unacceptable.

Taskstream System

Each student must upload the following to the UAS by December 15, 2017 to fulfill course requirements:

- T-TESS Certification Form
- Professional Development Plan
- Documentation 3 Assignment

NOTE: Failure to upload to Taskstream by the deadline (December 15, 2017) will result in an automatic reduction of seven (7) points.

Texas Teacher Standards

“The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) and go to “Approved Educator Standards” and click on the “Texas Teaching Standards Adopted in Chapter 149” link.

Evaluation

Each student must demonstrate proficiency as a T-TESS appraiser in order to pass the course. The standard of proficiency is identified by the state as required hours in attendance and passing a proficiency check within the course. This status does not affect the course grade as measured below; certification is a baseline, a prerequisite to receiving a course grade.

Students earn points based on the assessment of their performance in each course activity as defined in the syllabus. DO NOT try to convert those points into a grade on the activity. The only grade awarded is the course grade. It derives from the point scale listed on Blackboard 9 and below.

The following grading scale or grade distribution will be used to report a final class grade*:

A	93-100
A-	90-92
B+	88-89
B	85-87
B-	83-84
C	80-82
F	79 or below

* Note: Grading is with whole numbers.

Each assignment has an introduction or explanation, accompanying documents if applicable (templates, connection to the ELCC and TExES standards included at the end of this document and sometimes examples) as well as the rubric by which that assignment will be assessed.

Each of these items will be discussed in class; the rubrics are on the class website (Blackboard), and assignment due dates are indicated in the class calendar and on Blackboard.

V. Assignments

1. Biographical Information (2 points)

Please introduce yourself as an educator and future T-TESS evaluator to me. Where are you working now? In what position? How long have you worked and what have you done. Also (critical core part) provide the contact information necessary to get to you should I need to contact you between classes. This is not public information, just the best way(s) to get information to you should it be necessary. Finally, be sure to share your hopes and dreams regarding your future career as an administrator.

Due: September 2, 2017

2. EL/ILD Certificate (2 points)

All T-TESS trainers must obtain an official copy of the AEL or ILD certificate before candidates can be admitted to training. Since this course includes your training, that means we must document that you hold such a certificate. Please upload a copy of that document here.

Due: September 2, 2017

3. Technical Writing Importance (6 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

Using the included PowerPoint, upload answers to the following statements/questions:

1. Identify two ways technical writing will be important for you to use as a principal.
2. What difference does it make that you have a memo format?
3. To what uses can you put this knowledge immediately?

Due: September 26, 2017

4. Observation One (19 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

In order to properly evaluate a teacher, an administrator must be able to identify T-TESS domain criteria while observing a teacher. For this activity, you will script a thirty (30) minute lesson. Afterwards, you will highlight all information related to **Domains I and II**, identify the domain and criterion, then scan and upload the document. The rubric for this assignment can be found on Blackboard.

Four items must be submitted:

1. Script of observation
2. Coaching video
3. Summary memo
4. Reflection of coaching

Due: October 3, 2017

5. Observation Two (19 points)

Purpose:

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

In order to properly evaluate a teacher, an administrator must be able to identify T-TESS domain criteria while observing a teacher. For this activity, you will script a thirty (30) minute lesson. Afterwards, you will highlight all information related to **Domains III and IV**, identify the domain and criterion, then scan and upload the document. The rubric for this assignment can be found on Blackboard.

Four items must be submitted:

1. Script of observation
2. Coaching video
3. Summary memo
4. Reflection of coaching **Due: November 7, 2017**

Due: November 7, 2017

6. Documentation One (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the first of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: September 26, 2017

7. Documentation Two (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the second of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: October 10, 2017

8. Documentation Three (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the third of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: November 7, 2017

9. Documentation Four (5 points)

The rubric criteria are designed with the following purpose(s):

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

This is the fourth of four parts to the documentation assignment designed to help you with skills needed for your administrative success. The scenario to which you are to respond, and the documentation rubric, can be found on Blackboard.

Due: November 28, 2017

10. Plan for Faculty Development (10 points)

Purpose:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

The assignment is outlined in the attached TaskProfDevPlan.htm document on Blackboard. The most important focus is that this is about, by, for, and concerned with the T-TESS appraisal process or instrument. Please focus on an aspect of T-TESS as you prepare this plan. Title: anything you like. You probably will have multiple documents or more than one file. ..don't worry, I will be able to see everything. Historically the difficulty students have is that they forget about the T-TESS part and share any old faculty development that might be related to a teaching skill. If the content and delivery are not focused on T-TESS, this assignment does not meet the rubric. Another common mistake is that students present a T-TESS training to their faculty. You are not training your staff to be T-TESS appraisers.

See Blackboard for further details, including the assignment rubric, for this assignment.

Due: December 5, 2017

11. Professional Development Plan (10 points)

Purpose: The learner will engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

When you examine your experience working with other principals and teachers this semester, and you think about what skills and attitudes you need to develop, identify the most important areas you need to develop. This is the basis of your own Professional Development Plan which then outlines growth activities you might try in each of the development areas you identify. The form or format is up to you. The rubric for evaluating the project is attached. This is one "real life" activity that you should also post somewhere for you to be able to keep up with. Title is your choice. Note: this is one of the most "missed" or misunderstood assignments of those you will do this semester. Why? Because this does not focus on your faculty, or your campus, or your future students, or an experience with teachers ... this focuses on you and your skills. It's all about YOU, and your development as a professional. Please keep this in mind as you read the rubric and develop your ideas.

See Blackboard for further details, including the assignment rubric, for this assignment.

Due: December 12, 2017

12. Document Questions (12 points)

- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

You will download all of the forms attached to this assignment. Using the *Texas Documentation Handbook*, you will answer only the questions that correspond to the chapter you/your group were assigned. You will bring your answered document and the unanswered pages to class. You will share your information with the class and you will record blank answers based on class discussions. These answered documents will then be scanned and uploaded for this assignment.

Due: December 5, 2017

VI. Course Calendar

ADSU 6533: Appraisal of Teaching

Schedule

August 29

Introductions
Syllabus
Blackboard 9
Assign Documentation Questions
T-TESS requirements
AEL/ILD Certificate – Due: September 2, 2017
Classroom data collection assignments
Technical Writing Assignment
Introduction to Texas Teacher Evaluation and Support System (T-TESS)
Goal of T-TESS

Assignments:

- Upload Biographical Information
and AEL or ILD Certificate
Due: September 2, 2017
- Download T-TESS Documents – See “T-TESS Resources”

September 5

Questions: Syllabus, Assignments
Commissioner’s Rules (T-TESS)
Texas Teacher Standards
Understanding T-TESS:

- Overview
- Rubric Overview
- T-TESS Triangle
- Effective Elements

September 12

Evaluation Process:

- Evaluation Cycle
- Evidence Collection
- Scripting
- Pre-Observation Conference
- Rubric Review
- Observation and Collecting Evidence (Video: 4th Grade ELA)
- Categorizing Evidence

Assignments:

- Read *Texas Documentation Handbook*: Chapter 1

September 19

Evaluation Process:

- Categorizing Evidence
- Evaluation Cycle
- Post-Observation Conference: Key Elements
- Post-Observation Conference (Video)
- *Texas Documentation Handbook*: Chapter 1

Assignments:

- Read *Texas Documentation Handbook*: Chapter 2
- Technical Writing Importance
Due: September 26, 2017
- Documentation One
Due: September 26, 2017
- Observation One: Coaching Tape, Scripting, Memo, Reflection
Due: October 3, 2017

September 26

FIELD DAY – No Class

October 3

Texas Documentation – Principles of Documentation

- When to Document
- Types of Documentation
- Writing Specific Incident Memoranda
- Writing Last Chance Memoranda
- Discussion of Observation One
- *Texas Documentation Handbook*: Chapter 2

Assignments:

- Observation One: Coaching Tape, Scripting, Memo, Reflection
Due: October 3, 2017
- Documentation Two
Due: October 10, 2017

October 10

Evaluation Process:

- Observation of Classroom Instruction (Video: 4th Grade Math)
- T-TESS language
- Post-Observation Conference
- Lesson Planning

Assignments:

- Read *Texas Documentation Handbook*: Chapter 3

October 17

Texas Documentation – The Marginally Effective Teacher:

- Identifying the Marginally Effective Teacher
- Matching Supervision Style with Teacher Level of Development
- Strategies for Collaboration

- Strategies for Directive Supervision
- Focusing on Instruction in the Classroom
- Technical Writing Exercise
- *Texas Documentation Handbook: Chapter 3*

October 24

Texas Documentation – Documenting Instruction:

- Methods of Gathering Data in Classroom Observation
- Gathering Data in the Marginal Teacher’s Classroom
- Documenting Instruction Using a Focused Observation Instrument
- Discussion of Observation Two

Evaluation Process:

- Observation of Classroom Lesson (Video: 7th Grade PE)
- Evidence and Ratings
- Categorizing Evidence: Assigning Ratings
- Calibrations
- Post-Observation Conference - Coaching

Assignments:

- Read *Texas Documentation Handbook: Chapter 4*
- Documentation Three
Due: November 7, 2017
- Observation Two: Coaching Tape, Scripting, Memo, Reflection
Due: November 7, 2017

October 31

FIELD DAY – No Class

November 7

Texas Documentation – Professional Communication:

- Legal Framework
- Documenting Unprofessional Teacher Communication (T-TESS Domain 5)
- Individual Coaching Feedback (as assigned)
- *Texas Documentation Handbook: Chapter 4*

Assignment:

- Read *Texas Documentation Handbook: Chapter 5*
- Observation Two: Coaching Tape, Scripting, Memo, Reflection
Due: November 7, 2017
- Documentation Three
Due: November 7, 2017

November 14

Texas Documentation – Writing and Monitoring Professional Growth Plans:

- Legal Dimension
- Why Write Professional Growth Plans

- How to Write an Improvement Plan
- Monitoring Growth Plan Achievement
- *Texas Documentation Handbook*: Chapter 5

Assignments:

- *Texas Documentation Handbook*: Chapter 6

November 21 **THANKSGIVING BREAK – No Class**

November 28 Evaluation Process:

- Lesson Analysis (Video: 5th/6th Math)
- Individual Categorization and Ratings
- Calibration
- *Texas Documentation Handbook*: Chapter 6

Assignments:

- Documentation Four
Due: November 28, 2017
- Plan for Faculty Development
Due: December 5, 2017
- Documentation Questions
Due: December 5, 2017

December 5 Evaluation Process:

- Post-Conference (Video)
- Rubric Review
- Professional Development
- T-TESS Appraisal Timeline
- T-TESS Certification

Assignments:

- Professional Development Plan
Due: December 12, 2017

December 12 **Only** for those who have not met certification requirements.

Each student must upload the T-TESS Certification Form, your Professional Development Plan, and Documentation 3 Assignment to Taskstream by December 15, 2017 to fulfill course requirements.

Instructor may alter this syllabus as conditions warrant.



University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



CAEP: UHCL is one of only 14 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

University of Houston-Clear Lake

School Community Relations

ADSU 6638.11 & .12

Summer 2017

Class Schedule/Location

Online

June 5, 2017 – July 29, 2017

Professor

Dr. Felix Simieou III

Secretary

Sandra Windham

281-283-3521

Windham@uhcl.edu

Office Location, Hours and Phone

1111-11 Bayou

Virtual Office Hours (Blackboard)

281-283-3589

Fax: 281-226-7537

E-mail: simieou@uhcl.edu

Catalog Description

Application of interpersonal skills in educational leadership; study of leadership approaches for use with various school constituencies. Field experience required.

I. Purpose of the Course

Using a learner-centered approach, this course is designed to advance the development of knowledge, skills, and attitudes (dispositions) in the study of school community relations through readings, discussions, presentations, and field-based assignments.

II. Objectives of the Course

1. Provide students with strategies to collaborate with families and community members.
2. Provide students with methods to respond to diverse community interest and needs.
3. Provide the framework for students to mobilize community resources.

III. Technical Skills Required

Candidates should be able to download and upload files, use quick time to access audio, and word processor software.

IV. Intended Audience

This course is required in the certification program, including the Master's Degree, for candidates planning to work as school administrators. It may also be an elective course for candidates in other graduate programs.

V. Text and Additional Reading Resources

Text (Required)

Fiore, D. (2006). *School Community Relations*. 2nd Edition. Eye on Education.

Candidates will be required to access additional information from multiple sources (library, online) to complete course requirements.

There is embedded video and audio in this Blackboard course. You will need the following media player installed on your computer: <http://www.apple.com/quicktime/?cid=oas-us-domains-quicktime.com>

Principal TExES Competencies

Domain I: School Community Leadership Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Domain II: Instructional Leadership**Competency 007**

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III: Administrative Leadership**Competency 008**

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Educational Leadership Constituent Council Standards (ELCC)

[http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

Standard 1: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the community.*

1.1 Develop a Vision

a. Candidates develop a vision of learning for a school that promotes the success of all students.

b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.

b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 4: *Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.*

VI. Course Expectations

Readings: Graduate candidates will be required to read the assigned readings in their entirety.

Candidates are expected to do some cooperative and collaborative work in the field as they prepare assignments for submission. Materials presented online will be used to enhance group work, discussion and develop practical problem solving skills for the reflective practitioner. The course is online which means all of the course requires the web interface.

Time Expectations: Candidates should expect to spend at least 4 hrs per week with the courseware. This does not include the time spent with the reading material or researching

material on the Internet. The time spent on preparing assignments and discussion posts depends upon each candidate's ability. Please manage your time wisely.

Written Assignments: When assignments are submitted via the Internet, e-mail, or any other technology, it is the responsibility of the student to assure that the transmission has been completed by the appropriate due date. Any circumstance that renders the Internet, e-mail, any servers, or library, school, or home computers or fax machine as incapable of properly transmitting student assignments in a timely manner does not in any way alter or remove the deadline for any assignment. **Assignments are to be submitted to the Blackboard (BB) Assignment Link no later than the due date assigned. Late submissions will result in a maximum of 50% of the points for the assignment. Late work submitted after day 3 will not receive credit.**

UHCL Blackboard Support Center

The following link is provided if you are in need of Blackboard support:
<http://prtl.uhcl.edu/portal/page/portal/UCT>. This link is also located on the left hand navigation area in the Blackboard course.

Expectations of the Instructor for each candidate: The candidate will

- Regularly log onto Blackboard course.
- Participate in each activity.
- Keep pace with text material, necessary reading, and assignments due.
- Develop all assignment materials themselves and post to the Blackboard course site.
- Use Blackboard to communicate with the instructor and with other candidates, submit all assignments and maintain projects. Blackboard site serves as an extension of the syllabus; that is where the instructor will post changes, edited assignments, and other evolutions to the course based on our current class experiences. The Discussion Board of Blackboard is where all questions about assignments go so that answering a question for one candidate can benefit other candidates. E-mail within Blackboard (UHCL official e-mail) is for individual questions, not course or assignment questions that everyone needs to know.
- It is the expectation of the professor and the faculty of the ADSU program that ALL candidate submissions are to be authored by the candidate and representative of the original ideas, thoughts, and efforts of the candidates. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding candidate ownership of work, plagiarism, or the candidate code of conduct, please see the candidate catalog, the resources on plagiarism available on the UHCL Neumann Library website and UHCL student policies.

Instructor Feedback

All questions for the instructor will be answered within 48 hours. All assignments will be graded.

Course Evaluation

At the conclusion of the course, each candidate will complete a course evaluation. The course evaluation is found at the following link:

http://courseeval.uhcl.edu/SOE_ONLINE_EVAL. This link is also located on the left hand navigation area in the Blackboard course.

Readings: Graduate students will be required to read in their entirety the specified readings assigned and complete the accompanying handouts.

Papers: Papers are expected to be double-spaced, Times New Roman, 12 font, with one-inch margins in APA 6th Edition format.

A. Discussion Board Interactions: Students will be expected to respond to **four** discussion board posts during the semester related to their reflections on course content. Responses include reacting to the individual posts in a thoughtful analysis. The discussion board completion should take about 30 minutes for each post.

GRADING RUBRIC:

Students responds to the initial post in full and provides discussion/analysis needed.	3 points
Students' writing is clear and free of grammatical errors.	2 points

B. Reflection Papers: Students will be expected to respond to **two** chapter reflections throughout the course related to their research for the course. Responses include thoughtful analysis and integration into their research. The reflection papers should take between 1 - 2 hours to complete.

GRADING RUBRIC:

Students respond to the chapter reflection and provides analysis and integration into their research.	3 points
Students' writing is clear and free of grammatical errors.	2 points

C. School Community Walkthrough: Each graduate student will be responsible for conducting a school community walkthrough utilizing the toolkit. Students will evaluate their schools effectiveness in the four components of the walkthrough and write about where your schools strengths and weaknesses located. Students will utilize the checklists and write a 2-4 page narrative about at least three areas of strength and three areas of

weaknesses currently in their school in each of the four components. This assignment will be one activity included in a class discussion.

Rubric for School Community Walkthrough Activity

Attribute	Acceptable (Maximum of 10 points for each attribute)	Unacceptable (0 points)
Identification	Three areas of weakness and strengths and weaknesses are identified and explained thoroughly in each of the four components.	Areas are not identified or explained in depth in each component.
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent.	Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.

D. Journal Reflection Activity:

Students will write **two** journal analysis papers during the course. The project will consist of reading and writing a reflective analysis over two of the articles read throughout the course. From the journal, you will summarize at least three key elements from the journal, description of the article, and include practical examples of how the elements relates or do not relate to your practical experience. The intent is for the student to stay abreast with current research in the area, in addition to thinking analytically about ideas in school, community, relations. The length of the assignment will be between 2-3 pages typed and double-spaced.

□ Rubric for Journal Reflection Activity (Each one graded separately)

Attribute	Acceptable	Unacceptable (0 points)
Focus and understanding	Submission provides evidence of the student's comprehension of the material. The descriptions gives a comprehensive synopsis of the article. (3 points)	Omits, key concepts. Submission fails to provide adequate evidence of comprehension on two or more occasions.

Elements	Three key elements are of the article and identified, expounded upon, and provides relevant examples of their practical application or not in their practice. (4 points)	Submission lacks three key elements and adequately describe them. Does not include practical application of key elements or justification of why elements wouldn't work in current environment.
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission. Writing is professional, clear, direct, and fluid. There are no errors of syntax, grammar, punctuation, or spelling in the writing. The voice and tense of the submission is consistent. (3 points)	Submission lacks clarity in organization. Writing lacks professional style. There are more than two errors in spelling, syntax, grammar, punctuation, voice, or tense.

E. Newsletter or brochure:

Each graduate student will complete a detailed classroom or campus newsletter or brochure that communicates notable events to the school and community at large. See Chapter 8, Exhibit 8.7 for a model of a newsletter.

Rubric

Attribute	Points
Creativity	0-3
Readability	0-3
Information shared	0-4

F. Annual Plan (20 points):

- a. Students will create an annual plan for school community relations from conducting a needs assessment to address this area in their schools. Student will utilize information obtained from the welcoming atmosphere walk-through tool kit activity to address deficiencies and recommendations for improvement on their campuses. The information received will assist students in forming an annual plan of involvement a creating a parent friendly atmosphere on their campuses. This annual plan will be summarized in a 5-7 page double-spaced narrative. A minimum of three different references need to be included in this paper. **This paper must be uploaded to the College of Education (COE) Unit Assessment System (UAS) by WebCT due date. Not uploading this assignment by this time will result in a failing grade for the course.**

Rubric for Evaluating the Individual Project

Component	Value
<i>Descriptive Analysis</i>	3 total
Description of the Community	1
Demographics of the Community	1
Demographics of the School	1
<i>Comprehensiveness of Needs Assessment (Walk-through)</i>	10 total
Current Stakeholder Involvement in the School	2
Examination of the physical environment of school	2
Examination of School-wide Practices and Policies	2
Examination of Welcoming School Staff	2
Examination of Written Materials Utilized by Campus	2
<i>The Campus Improvement Plan</i>	7 total
Long Term Goals, Annual Improvement Goals, Short-Term Goals	3
Prioritized results of the needs assessment are addressed in the annual plan	2
Evaluation of Goals (measurable)	2
Total Points	20

E. Class Attendance and Participation: Student input is a valued component of each class; therefore, attendance is crucial. Students must actively contribute to online discussions by the scheduled due date and check-in weekly for class announcements.

F. Late Assignments: Assignments one day late will be reduced by 30%. Assignments submitted two days late will be reduced by 50%. Late assignments will not be accepted three or more days after the due date.

VI. Grading Criteria

Points (%)

Assignment #	Description	Point Value
1	Discussion Boards	20
2	Chapter Reflection Papers	10
3	School Community Walkthrough	20
4	Journal Reflections	20
5	Newsletter or Brochure	10
6	Annual Plan/Final Project	20
Total		100

Grading Scale:	93 – 100	A	90 – 92	A –	87 – 89	B +
	83 – 86	B	80 – 82	B –	77 – 79	C +
	73 – 76	C	70 – 72	C –	67 – 69	D +
	63 – 66	D	60 – 62	D –	< 60	F

An incomplete (I) grade will be given only in the case of a verifiable emergency and if the candidate is not behind with coursework. The instructor and department chair will evaluate for an Incomplete.

NOTE:

Assignments completed in a week other than the one when the assignment is due will not count.

Candidates are strongly encouraged to log in every day in order to understand the subject fully and to be successful in class.

Weekly Schedule

Each of the five weeks covers content for three classes. Please follow the schedule below.

(Week One – Classes 1-2)
(Week Two – Classes 3-4)
(Week Three – Classes 5-6)
(Week Four – Classes 7-8)
(Week Five – Classes 9-10)
(Week Six – Classes 11-12)
(Week Seven – Classes 13-14)
(Week Eight – Class 15)

Date	Agenda	Assignments Due
Class one	Syllabus Quiz Introduction (Icebreaker) State and Federal Policies Article "Arthur A Tale of Disempowerment"	Download and Complete syllabus quiz Complete Introduction (Icebreaker) Read "Arthur" and complete discussion board post. Candidates must post initial response by 11:59pm on June 10th. All Assignments must be completed by 11:59pm on July 16th.
Class two	Chapter 1 "Paying Attention to Public Opinion" Fiore	"Arthur" Journal Reflection Due All Assignments must be completed by 11:59pm on June 10th.
Class three	Chapter 2 "Reading the Pulse of the Community" Article " Funds of Knowledge" Conducting Home Visits	Read Funds of Knowledge and complete Discussion Board Post Candidates must post initial response by 11:59pm on June 17th. All Assignments must be completed by 11:59pm on June 17th.
Class four	CHAPTER 3 "Establishing Everyone's Role" Welcoming Walkthrough Toolkit	Read "A Poem About Responsibility" and complete Discussion Board Post Candidates must post initial response by 11:59pm on June 17th.. All Assignments must be completed by 11:59pm on June 17th..
Class five	CHAPTER 4 "Communicating Effectively: Everyone's Job"	Funds of Knowledge Reflection paper Due by ____ 11:59pm All Assignments must be completed by 11:59pm on June 24th.

Class six	CHAPTER 5 "Opening Up to Your Internal Publics"	Work on Chapter Reflection
Class seven	Chapter 6 "Embracing Your External Publics"	Upload choice of Chapters 1-5 Reflection - Due by 11:59pm on July 1st. Candidates must post initial response by 11:59pm on July 1st.
Class eight	<ul style="list-style-type: none"> CHAPTER 7 "Improving Media Relations" Complete School Community Walkthrough by this week.	Respond to School Community Walkthrough Discussion Board Post Candidates must post initial response by 11:59pm on July 1st. All Assignments must be completed by 11:59pm on July 1st.
Class nine	Chapter 8 "Putting It All On Paper"	Complete and Upload School Community Walkthrough Assignment All Assignments must be completed by 11:59pm on July 8th.
Class ten	Chapter 9 "Communication In An Electronic Era"	Work on Newsletter/Brochure Assignment
Class eleven	Chapter 10 "Saying What You Mean: Meaning What You Say"	Complete Newsletter/Brochure and Upload- All Assignments must be completed by 11:59pm on July 15th.
Class twelve	Chapter 11 "In Crisis Situations You Must Have a Plan"	Work on Reflection paper and Plan
Class thirteen	Chapter 12 "Three Opportunities To Shine"	Upload choice of Chapter 6-13 Reflection - All Assignments must be completed by 11:59pm on July 22nd.
Class fourteen	Chapter 13 "Evaluating Effectiveness and Building Confidence- The Future"	Work on Annual Plan
Class fifteen	Annual Plan Due	Upload Annual Plan - All Assignments must be completed by 11:59pm on July 29th.

The instructor may alter this syllabus as conditions warrant.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide

public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12.”

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under “Approved Educator Standards”, click on the “Texas Teaching Standards Adopted in Chapter 149” link.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator’s Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state’s code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at

<https://www.uhcl.edu/education/documents/student-resources/general-information/uhcl-epp-complaint-procedures.pdf>

Statement on Professional Dispositions

Each student must read and follow [Statement on Professional Dispositions](#), which is provided to define the standard of behavior COE expects of candidates.

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions. At the end of the course and at other times, instructors assess compliance with the standards. These assessments are invaluable for professional development.

UAS Statement

The UAS Statement must appear on the syllabus of every COE course which requires a Course Assessment (which is almost all of the courses)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent

- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

FIELD EXPERIENCE STATEMENT

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval of the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person that is volunteering, or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (eg., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The School of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

Americans With Disabilities Statement

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

English Language Proficiency

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Additional Program-related information

Please be aware that the capstone experience for the certification portion of your program is Graduate Internship (ADSU 6739). This course is offered ONLY in the spring and fall semesters. Additionally, students may register in this course only after application to and auditing by the School of Education. Applications for fall Graduate Internship are due June 8. Applications for spring Graduate Internship are due October 1.

LATE APPLICATIONS ARE NOT ACCEPTED.

Academic Calendar

Academic Calendar

[2016-2017 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.

ADSU Frequently Asked Questions

http://prtl.uhcl.edu/portal/page/portal/SOE/Programs/EDUCATIONAL_MANAGEMENT_MS/F AQ/

University of Houston Clear Lake

COE Motto: Excellence, Innovation and Leadership in a Learner-Centered Community



CAEP: UHCL is one of only 15 universities in Texas accredited by the Council for the Accreditation of Educator Preparation (CAEP). [CAEP](#) is a non-profit, non-governmental alliance of 33 national professional organizations recognized by the U. S. Department of Education as an accrediting body of schools, colleges, and departments of education. Meeting CAEP accreditation standards helps to ensure high quality teacher, specialist, and administrator preparation. Through the process of accreditation, CAEP works to make a difference in the quality of P-12 education.

Graduate Practicum ADSU 6739.04 Spring 2018

Class Schedule/Location

Thursday
4:00 p.m. – 6:50 p.m.
UHCL Pearland Room 109

Professor

A.O. 'Chuck' Lang, III

Secretary

Sandy Windham
Suite 1111 Bayou
281-283-3521
Windham@uhcl.edu

Office Location, Hours and Phone

1111.00 Bayou
Office Hours: 9:30 a.m. – 1:30 p.m., Monday - Friday
Phone: 832-454-2892
E-mail: chuck.lang@aol.com

COURSE INFORMATION

I. Purpose of the Course

Catalog Description

The Internship requires active participation in the process of school administration. The Internship is served under the direct supervision of an experienced educational administrator and a member of the faculty of the UHCL Department of Educational Administration. A wide range of student-centered activities is required to insure a broad level of orientation. Specialized and in-depth projects are also required to provide for the intern's special needs and special interests, as well as those of the educational community in which the intern will be training. Personal reflection, organization of activities, and self-assessment are also important components of the Internship experience.

Course Credit – 3 Credit Hours

II. Objectives of the Course

Purpose

This is the capstone course in the Principal Certification Program. It caps both the clinical and applied aspects of the Educational Administration program. As such, it provides a construct in which interns receive guidance in exercising the knowledge, skills and conceptual understandings of school administration. Finally, it is also the opportunity to refine the intern's understanding of the demands of the role of the principal and reflect upon personal and professional goals in education.

Prerequisite & Audience

The Internship is offered during the fall and spring semesters only and is limited to those students who have completed at least 27 hours of the Master's Degree/Principal Certificate Program or 18 hours of the Principal Certification-only Program. It is intended as the capstone experience of the program.

A key prerequisite for the course is a working relationship with a practicing administrator, preferably a public school principal. This relationship and the willingness of the practicing administrator to support, as a mentor, the professional growth of the intern play a major role in the success of the intern in this course.

Scope of Internship Experiences and Activities

National standards for school administrators, referred to as ISLLC Standards, will guide internship activities. These standards can be found at:

http://npbea.org/wp-content/uploads/2017/05/Performance_Indicators_2008.pdf
or <https://www.ccsso.org/resource-library>

Interns are required to engage in activities related to these standards.

- Candidates are to average between 9 and 12 hours per week, engaged in internship-related tasks to fulfill the requirements of the Principal Internship.
- All internship-related activities are to take place on the campus approved by the School of Education for internship purposes. NO CREDIT will be given to any intern engaging in activities on non-approved campuses.
- All interns must successfully complete the State of Texas Principal TExES examination to successfully complete course requirements for Graduate Internship. Failure to complete this requirement will keep the intern from earning a passing grade in ADSU 6739.

National Educational Leadership Standards

This course focuses on all of the Competencies for Principals established by the Texas Board of Educator Certification.

Domain I: School Community Leadership

Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002

The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Domain II: Instructional Leadership

Competency 004

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005

The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006

The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

Competency 007

The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Domain III: Administrative Leadership**Competency 008**

The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

III. Required Text

Martin, G.E., Wright, W.F., Danzig, A.B., Flanary, F.A., & Brown, F. (2005). School Leader Internship. Second Edition. Larchmont, NY: Eye on Education.

IV. Course Expectations**Visits to Schools**

Supervisor visits to the schools will take different forms, depending on circumstances. It is mandatory for the intern to schedule a "first visit" to the school in which the intern, the intern's principal, and the university supervisor address the "Overall Plan Report" within the first two weeks of the semester.

Under normal circumstances, additional meetings may take place; one midway through the term to engage in an "assessment of progress," and one near the end of the term to function as assessment of the intern's work. Interns should be prepared to discuss Internship experiences and activities with the supervisor during these visits.

In addition, the university supervisor will conduct three 45-minute observations throughout the semester to document observed administrative practices. Written feedback through an interactive conference will occur following the observation. A copy of the written feedback will be provided to the intern's campus administrator.

Written Work and Due Dates

Students are expected to submit assignments when they are due. **Late assignments will not be accepted.**

Also note that all written work is expected to be of professional, educational quality. In addition to the assessment provisions contained in each rubric, instructors reserve the right to deduct assignment points or return-ungraded any assignment that contains grammar, syntax, punctuation, spelling or other errors deemed inappropriate for the professional education setting.

Please be aware that ALL experiences related to the internship and its assessment, both for the candidates and the program, are to be directly related to the time scope of the internship or to program-related assignments related to UHCL coursework. It is not acceptable to log any experience that is not directly tied to UHCL coursework.

V. Class Schedule

Thursday, January 18, 2017, from 4:00-6:50 p.m., UHCL Pearland

This will be an organizational meeting to discuss the syllabus and respond to questions.

Thursday, January 25, 2017, from 4:00-6:50 p.m., UHCL Pearland

This meeting will address STAGE ONE: Assessment Summary Documentation Assignment, as well as any other issues. It will be an opportunity to discuss days and times for the first campus visit. The meeting will allow the interns to have an opportunity to plan for the two scheduled Mock Professional Interviews.

Thursday, TBA, from 4:00-6:50 p.m.

Mock Professional Interview #1 (Interviews begin at 4:45 p.m.). It is expected that each intern will interview at least twice and to observe two interviews. Interns are responsible for bringing copies of resumes, curriculum vitas and/or professional folders to the interviews. This meeting will close with the interviewers' observations and advice to interns. Supervisor will meet with interns to review progress.

Thursday, TBA, from 4:00-6:50 p.m.

Mock Professional Interview #2 (Interviews begin at 4:45 p.m.). It is expected that each intern will interview at least twice and to observe two interviews. Interns are responsible for bringing copies of resumes, curriculum vitas and/or professional folders to the interviews. This meeting will close with the interviewers' observations and advice to interns. Supervisor will meet with interns to review progress.

Thursday, TBA, from 4:00-6:50 p.m.

Program Review/Defense Presentation

Program defense presentations will occur in this meeting. The presentations will be followed by a brief concluding session. Turn in portfolios during class.

In addition to the above-listed meetings with UHCL, internship supervisors have the option of utilizing WebCT in some situations for mandatory "virtual" course meetings. Interns are responsible for attendance and participation in all course and class meetings, in any form that they take.

Assignments

Assignments are numbered using data from the explanations given in the course text. For the major internship activities part of the course, keep in mind a three-step process: 1) Plan (B), 2) Implement and Document (D), and 3) Summarize and Evaluate (E, F, and G).

Assessment Summary Documentation

The intern will upload all documentation related to activities in section 1.1 – 1.6 of the text. This will be due midway through the semester, as assessment is essential to measure professional growth.

Attribute	Acceptable (2 – 1 point)	Unacceptable (0 points)
Focus	All information provided in the submission directly relate to the requirements of the prompts.	Omits key concepts
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission.	Submission lacks clarity in organization.
Conventions	Writing is professional, clear, direct, and fluid. There are no syntax, grammatical, punctuation, or spelling errors in the writing. The voice and tense of the submission is consistent.	Writing lacks professional style. There are more than two errors in syntax, grammar, punctuation, spelling, voice, or tense.
Understanding	Submission provides evidence of the intern's comprehension of the material. Examples are given, Concepts are tied to previous learning, reflection is evident, and conclusions are appropriate.	Submission fails to provide adequate evidence of comprehension on two or more occasions.
Support	All of the information provided through the submission is supported internally and externally (through citations to specific coursework, texts, journal articles, or other appropriate resources).	The content of the submission provides unsupported opinion.

Internship/Leadership Experience Overall Plan Report (INITIAL)

This activity requires the first Campus Visitation and meeting among the intern, the intern's principal, and the university supervisor.

See the textbook for an explanation of the assignment requirements.

Enrichment Activities, Questions for Reflection

The intern is to select four topics from this section of the text and respond, in a professionally reflective manner to the provided questions.

Attribute	Complete (1 point)	Unacceptable (0 points)
Personalized reflective consideration of learning situations	Provides evidence of thoughtful connection and construction of meaning, ethical reflective thinking, and self-analysis of skills and dispositions as a result of the activities, discussions, and reflective practice of the internship.	Response lacks in-depth analysis from the personal administrative perspective of the author.

Log

Logs will be submitted four times throughout the term.

Summary and Evaluation of Experience

Interns will provide a summary and evidence of their experience for EACH of the 25 leadership areas.

Attribute	Acceptable (1 point)	Unacceptable (0 points)
Focus	All information provided in the submission directly relate to the requirements of the prompts. For this particular assignment, this means that ALL of leadership areas are addressed in each standard.	Omits key concepts
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission.	Submission lacks clarity in organization.
Conventions	Writing is professional, clear, direct, and fluid. There are no syntax, grammatical, punctuation, or spelling errors in the writing. The voice and tense of the submission is consistent.	Writing lacks professional style. There are more than two errors in syntax, grammar, punctuation, spelling, voice, or tense.
Personalized reflective consideration of learning situations	Provides evidence of thoughtful connection and construction of meaning, ethical reflective thinking, and self-analysis of skills and dispositions as a result of the activities, discussions, and reflective practice of the internship.	Response lacks in-depth analysis from the personal administrative perspective of the intern.

Attribute	Acceptable (1 point)	Unacceptable (0 points)
Support	All of the information provided through the submission is supported internally and externally (through citations to specific coursework, texts, journal articles, or other appropriate resources).	The content of the submission provides unsupported opinion.

The Summary and Evaluation of Experience (One from each ISLLC Standard) MUST be uploaded to the School of Education (SOE) Unit Assessment System (UAS). Students who fail to upload these assignments will NOT successfully complete the Graduate Internship.

Reflection in Action

Be certain to review Section 3.3 from the text as you complete this assignment.

Attribute	Complete (1-3 point)	Unacceptable (0 points)
Personalized reflective consideration of learning situations	Provides evidence of thoughtful connection and construction of meaning, ethical reflective thinking, and self-analysis of skills and dispositions as a result of the activities, discussions, and reflective practice of the internship.	Response lacks in-depth analysis from the personal administrative perspective of the author.
Attention to assignment guidelines	Submission addresses all six of the discussion prompts provided in the text.	Submission addresses less than six of the guidelines or key questions in the text.

Increased Learning and School Improvement: Results and Recommendations

Please note that two lists are necessary. Interns are charged with the responsibility to tie their actions with increased learning and school improvement.

Attribute	Complete (1-6 points)	Unacceptable (0 points)
Personalized reflective consideration of learning and school improvement	Provides evidence of thoughtful connection to the interaction between intern leader behaviors and student learning and school improvement.	Response lacks focused connection between intern leader behaviors and student learning and school improvement.
Attention to assignment guidelines	Submission comprehensively addresses details of assignment.	Submission fails to comprehensively address assignment requirements.

Vita Update/Letter of Application

Update the vita, as a result of internship experiences, and create a letter of application for a specific career goal of the intern.

Future Professional Development Plan

Attribute	Acceptable (1)	Unacceptable (0)
Organization	The submission is well-organized, easy to follow. Headings and other tools are utilized to structure the content of the submission.	Submission lacks clarity in organization.
Conventions	Writing is professional, clear, direct, and fluid. There are no syntax, grammatical, punctuation, or spelling errors in the writing. The voice and tense of the submission is consistent.	Writing lacks professional style. There are more than two errors in syntax, grammar, punctuation, spelling, voice, or tense.
Understanding	Submission provides evidence of the intern's comprehension of the material. Examples are given, Concepts are tied to previous learning, reflection is evident, and conclusions are appropriate.	Submission fails to provide adequate evidence of comprehension on two or more occasions.

Evaluation from Mentor

The form for the evaluation from the Mentor will be provided for you from the instructor.

VI. Attendance

A tardy is defined as 15 minutes late to the scheduled beginning of class. An absence is defined as missing 30 or more minutes of class. One absence or two tardies will result in the final grade being reduced seven percent (7%). Each additional absence or two tardies will result in an additional seven percent (7%) reduction of the final grade. In extenuating circumstances and at student request, the internship supervisor may assign and/or negotiate alternative work for a missed class.

There will be additional mandatory meetings for individual sections, to be determined by each supervisor. They are to be at the beginning of the semester, within one month of the beginning of the semester to check the internship plan, and at the end of the semester.

Individual supervisors may require additional meetings for discussion panels with principals, assistant principals, central office personnel, etc.

VII. Grading

The following grading scale or grade distribution will be used to report a final class grade:

A	100-93
A-	92-90
B+	89-88
B	87-86
B-	85-84
C+	83-82
C	81-80
C-	79-77
F	76 and below

Please note: All intern effort is assessed in whole points. That is: there are no partial points assigned to any internship assignments.

The instructor reserves the right to change the syllabus at any time

General Information

It is the expectation that all student submissions are authored by the student, representing original ideas, thoughts, and efforts of the student. Any deviation from this expectation must be first approved by the professor and must be appropriately cited. For additional information regarding student ownership of work, plagiarism, or the student code of conduct, please see the student catalog, the resources on plagiarism available on the UHCL Neumann Library website, and UHCL student policies. UHCL provides writing services to assist with papers. Go to the Center's on-line tutoring services home page at <https://www.uhcl.edu/student-success-center/tutoring>. The Center for On-Line Tutoring (COLT) is available to all university students and is an excellent option. Online tutoring is offered in three formats: phone chat, IM chat, and email response.

Texas Teacher Standards

"The State Board for Educator Certification creates standards for beginning educators. These standards are focused upon the Texas Essential Knowledge and Skills, the required statewide public school curriculum. They reflect current research on the developmental stages and needs of children from Early Childhood (EC) through Grade 12."

New rules with regard to the Texas teaching standards have been adopted by the TEA Commissioner. Go to the Texas Education Agency Website at [http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/). Under "Approved Educator Standards", click on the "Texas Teaching Standards Adopted in Chapter 149" link.

Field Experience Statement

1. Required Formal Approval of School District

No candidate may begin any field experience prior to the formal approval by the school district.

2. Required Criminal Background Check

In accordance with Senate Bill 9, it is required that school districts, charter schools, or private schools conduct criminal background checks on all district employees, any person who is volunteering or completing any kind of field experience. Each person to whom this applies must provide the school district with driver's license information and any other information necessary to conduct the criminal background check.

For assignments that require either class wide, group participation, or activities in which candidates are necessarily interacting with minor students, each candidate must complete the appropriate criminal background check form and submit it to the instructor by the stated due date on the syllabus. In most cases this applies even if the candidate is an employee of the district.

For assignments that require candidates to visit schools (e.g., interviews, etc.), it is the responsibility of the candidate to provide the school district, charter school, or private school with any information necessary to conduct a criminal background check. The College of Education accepts no responsibility for candidates who do not follow established school district, charter school, or private school procedures or state legislation.

3. Courses that require field placement in registered child care programs will have criminal background checks processed through Texas Family and Protective Services/Health and Human Services Commission.

4. Failure to Complete Field Experiences

If a candidate is unable to complete all required field experiences (regardless of the reason, including failing to have a formally approved criminal background check), then the candidate will not receive credit for the course; i.e., the candidate must drop the course or will receive an F in the course.

English Language Proficiency Standards (ELPS)

Pursuant to Texas Education Agency policy and based on the fact that Texas has so many English language learners in the public school classrooms, there is the expectation to be familiar with the English Language Proficiency Standards. Those standards will be assessed on the Pedagogy and Professional Responsibilities TExES (the PPR). After reading the [ELPS standards](#), please raise any questions in class.

UAS Statement (Taskstream if applicable)

Required: Every student in a course with a designated Course Assessment must complete and submit the assignment to the College of Education (COE) Unit Assessment System (UAS) following the [Student UAS instructions](#) (pdf).

Instructors assign each Course Assessment assignment to one of three UAS categories:

- Excellent
- Acceptable
- Unacceptable

Course Assessment assignment scores do not contribute to a student's grade and are only used to determine how well the program supports COE candidates, meets State Standards, and fulfills national accreditation requirements.

Dispositions Statement

Each student must read and follow Statement on Professional Dispositions, Disposition Expectations Checklist, and Disposition Resolution Process which is provided to define the standard of behavior COE expects of candidates.

<https://www.uhcl.edu/education/faculty/faculty-resources>

As a CAEP accredited institution, UHCL only recommends for certification those persons who have demonstrated the necessary dispositions associated with the professional educator. Regardless of academic record, a student may be withdrawn from a UHCL program if judged to lack the required professional dispositions.

The Statement on Professional Dispositions contains the definition for professional dispositions, Expectations, and the Dispositions Resolution Process. At the end of the course and at other times, instructors assess students on compliance with the standards. These assessments are invaluable for professional development.

Code of Ethics

All public school educators in Texas are required by the State Board for Educator Certification to follow the Texas Educator's Code of Ethics. All certification candidates will complete ethics training and sign an affidavit agreeing to adhere to the state's code. The Code of Ethics may be found at:

[http://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

Academic Honesty Policy

The [Academic Honesty Policy](#) (pdf) in the [Student Life Policies Handbook](#), is the university community's standard of honesty and is endorsed by all members of the UHCL academic community. It is an essential element of the University's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

Complaint Resolution

If a problem arises, it is encouraged to first discuss the situation directly with the person involved. If unresolved, then follow the Complaint Procedures at

<https://www.uhcl.edu/education/documents/student-resources/general-information/ucl-epp-complaint-procedures.pdf>

Americans with Disabilities

Disability Services

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete their registration process.

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

6 Drop Rule Limitation

Students who entered college for the first time in fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature, which specifies:

1. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count.
2. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops.

Students should take this into consideration before dropping this or any other course. Reference: [UHCL Academic Records](#) for [6 Drop Rule](#) details and the [Academic Calendar](#) for census date information.

Academic Calendar

[Academic Calendar](#) link

[2017-2018 Academic Affairs Administration Calendar](#) (pdf) comprehensive calendar with dates important to faculty.